DOCUMENT RESUME

ED 113 383 95 TM 004 882

AUTHOR	Hoepfner, Ralph, Ed.; And Others
TITLE	CSE Secondary School Test Evaluations: Grades 9 and 10.
INSTITUTION	California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	74
CONTRACT	NE-C-00-3-0096
NOTE	337p.; For related documents, see TM 004 881 and 883, ED 044 446, ED 055 123, and ED 076 713
AVAILABLE FROM	Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 ($22.00 for TM 004 881 through 883)
EDRS PRICE	MF-$0.76 HC-$17.13 Plus Postage
DESCRIPTORS	*Educational Objectives; Educational Testing; *Evaluation; Evaluation Criteria; Grade 9; Grade 10; *Secondary Education; *Test Reviews; *Tests; Test Selection
IDENTIFIERS	*MEAN System

ABSTRACT

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades nine and ten in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED113383

CSE Secondary School Test Evaluations:

Grades 9 and 10

CENTER FOR THE
STUDY OF EVALUATION
UCLA

TM004 882

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CSE SECONDARY SCHOOL TEST EVALUATIONS:

Grades 9 and 10

Edited and Prepared by

Ralph Hoepfner
William A. Conniff, Jr.
Thomas C. McGuire
Leonard S. Klibanoff
Gretchen F. Stangel
Howard B. Lee
and
Stanley Rest

With the Assistance of

Michael Bastone, Oded Erlich,
Michael F. Hoyt, Linda Hufano,
Russell Hunter, Betty L. Johnson,
Carol Ann Norvell, Victor N. Ogilvie,
Joseph M. Petrosko, Robert S. Todaro,
and Jonette Watkins

Photographs by Richard Garon

1974

A Product of the
EVALUATION TECHNOLOGIES PROGRAM
CENTER FOR THE STUDY OF EVALUATION
UCLA Graduate School of Education
Los Angeles, California 90024

The CSE Test Evaluation Series:

CSE Elementary School Test Evaluations, 1970	$5.00
CSE-ECRC Preschool/Kindergarten Test Evaluations, 1971	$5.00
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills, 1972	$8.50
CSE Secondary School Test Evaluations, 1974	$22.00

Copies Available from:

Dissemination Services
Center for the Study of Evaluation
Graduate School of Education
University of California
405 Hilgard Ave.
Los Angeles, CA 90024

Table of Contents

Foreword v
Introduction vii
    Educational Goals to which Tests May be Referenced viii
    Goals of Secondary Education ix
    The MEAN Evaluation System xxvi
    Implementation of the MEAN Evaluation System xxxv
    The MEAN Test Evaluations xxxvii
Test Evaluations 1
Appendix A: Partial List of References Supporting the Secondary Goal Taxonomy . 233
Appendix B: Publishers and Distributors of Evaluated Tests 239
Index A: Index of Goals 247
Index B: Index of Tests 251

List of Figures

Figure 1: Secondary Test MEAN Evaluation Form xxxvi

The research and development reported herein was performed pursuant to contract NE-C-00-3-0096 with the National Institute of Education, and does not necessarily reflect the views of that agency. This publication is not printed at the expense of the Federal Government.

FOREWORD

The *CSE Secondary School Test Evaluations* is a product of the Evaluation Technologies Program of the Center for the Study of Evaluation (CSE). The major goal of the Evaluation Technologies Program is to increase the number of people who can conduct effective educational evaluations. Given the demand for evaluation such people are vitally needed in the schools today and the need seems to be constantly increasing. The Technologies Program is meeting this need by developing evaluation technologies to be used by on-site personnel who are involved in or responsible for conducting evaluations or who use the resulting information, along with instructional packages for training these personnel to take over most evaluation functions. The thrust of the program, therefore, is toward the evaluation functions and needs of teachers, administrators, curriculum developers, special project staff, and members of state and federal education agencies.

The major products of the Evaluation Technologies Program fall under three major categories:

Special Topics: Special topics include those areas demanding intensive presentation or special resource material to improve the quality of evaluation. The three volumes in this test evaluation book fall under the category of special topics. Other related products in this category are the *CSE Elementary School Test Evaluations,* the *CSE-ECRC Preschool/Kindergarten Test Evaluations,* and the *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills.* Information about these test evaluations is available on the back of the cover page to this volume.

Training Manuals: Manuals are self-instructional and provide *prescriptive* information on how various kinds of evaluation activities should be conducted for *specific* situations. In this category is the *CSE Elementary School Evaluation KIT: Needs Assessment,* published by Allyn and Bacon, Boston, Massachusetts. Other kits geared toward the specific evaluation problems of the elementary school principal are currently under development at the Center.

Training Modules: Each module contains a set of materials designed for workshops and study groups to provide information and training on *alternative* ways of performing evaluation functions to meet a *variety* of situations. *Evaluation Workshop I: An Orientation* and *Evaluation Workshop II: Needs Assessment* are available from CTB/McGraw-Hill, Del Monte Research Park, Monterey, California. Workshops dealing with other aspects of evaluation are under development at the Center.

The Test Evaluation Series

The test evaluation series serves a useful purpose in an evaluation and provides a great deal of information not currently available. We view the major advantages of the series as (1) conciseness, which is not offered by other test reviews, thereby limiting their use for most educators; (2) currency, which again is not provided in other compendia but found only in scattered test reviews; (3) educational relevance, since all tests are evaluated against consensual educational objectives; (4) objectivity, since CSE is not engaged in commercial test publication; and (5) consistency, since a single set of standards is employed against which all tests are evaluated.

CSE Secondary School Test Evaluations

The overriding goal in CSE's development of this test evaluation book has been the provision of a resource for administrators and educators that will be easy to use and will prove helpful. The format of the three volumes of the *CSE Secondary School Test Evaluations* has been designed to be especially easy and meaningful for today's educator.

The test evaluations have been divided into three volumes (grades 7 and 8; grades 9 and 10; and grades 11 and 12) to enable better binding and packaging as well as for convenience in subsequent utilization. The tests, further, were evaluated with the concerns of these specific grades in mind. Each of the volumes contains an introduction describing in considerable detail the procedures used in the test evaluations. The main part of each volume consists of the test evaluations themselves; each test or subscale was evaluated on several criteria that educators have found critical in making test selections. Each volume also contains indexes of goal categories and test names and appendixes listing publishers' addresses and some of the curricular resources that underlie many of the evaluative decisions.

If the user employs this book in the manner for which it has been designed, his procedure will be essentially as follows: through some form of needs assessment (dealt with in the *Elementary School Evaluation KIT: Needs Assessment* and *Evalua-*

tion Workshop II: Needs Assessment) or demand upon the education system it has become necessary or desirable to assess students' standings on some educational goal. (Notice that it is the *goal* that has come first, not the test. Test selection follows goal selection; until we know what goal we hope to attain we cannot intelligently select a test to measure its accomplishment.) Based upon the user's best interpretation of his goal, he consults the introduction to this or one of the other two volumes so that he can find the goal statement that most closely matches his need. When he has decided which of CSE's goal statements is most congruent with his own need, he then consults the Index of Goals for the grade level with which he is concerned. The index will lead him to the evaluation entries for all of the tests that are published and available that can be construed to measure that goal. The individual test evaluation entries will give the precise name of each instrument, the code for its respective publisher (full publisher names and addresses can be found in Appendix B), and ratings on each of the 39 evaluation criteria that were used in compiling the test evaluations. In addition, at the extreme right of each entry are summary ratings of "good," "fair," and "poor" for each of the four major evaluation factors. By scanning either the individual ratings or the summary ratings for each test within the goal area, the user can select one or several tests that seem most useful.

The next step will be to consult the Index of Tests to determine whether the test tentatively selected is a unitary instrument or is a subscale of some larger test battery or series. If the test is a unitary instrument, and the user wishes to make assessments only on the goal area in question, then selection of the particular test involves little more than choosing that test with the highest ratings (the more sophisticated user may wish to give special attention to certain particular rating criteria that are of importance to him, such as ease of scoring or the size of the testing group). If the potential tests are subscales of larger batteries the decision is more complicated; the user must decide if it will be useful to assess student standing on the goals assessed by the remaining subtests of the battery, or what the tradeoffs are in selecting a number of subscales from different tests. The user will be concerned with maximizing useful information and in doing so at a reasonable cost. For each test, it is usually possible to write to the appropriate test publisher to obtain a specimen test at nominal cost in order to provide further data for making test-selection decisions.

For a given goal area selected, it is possible that none of the tests listed will provide a satisfactory assessment instrument. Should this occur, the user may consider such alternatives as examining the availability of published criterion-referenced tests, developing his own tests, contracting for the development of appropriate tests, or simply using the best tests available with their deficiencies known and made explicit.

This foreword has described the way CSE would like to have educators use these volumes and the usage for which the volumes have been planned and designed. There are, of course, other ways that educators will want to make use of them. Educators who have employed previous volumes of CSE's test evaluations have indicated that they offer a useful listing of the wide variety of tests available and provide enlightening ratings of tests already in use. For these reasons, the *CSE Secondary School Test Evaluations* contains an Index of Tests and an appendix listing publishers and distributors of tests. In the case of the user who believes that *how* he measures is more important than *what* he measures, he can enter these volumes to look up specifically those tests he has already prechosen.

As these volumes are used and their value accepted, we at CSE believe that the user will come to adopt our philosophy—goal first, measure second.

Marvin C. Alkin
Director

INTRODUCTION

Over the last several decades published tests have maintained a large if not important role in the education of American youth. The large scale use of tests began with, and still is based upon, a counseling-guidance concern for helping young people make the important decisions necessary to their futures. In addition, the tests appeared to be useful in the selecting and screening of those students who presumably would profit from continued education. Today, the continued use of tests in our secondary-school programs is largely motivated by those same needs. In addition, the relatively new need for what is called "accountability" has been added to the press for continued and increased testing.

During the 1960's, as systems approaches and accountability procedures began making inroads from the military and some business sectors into other social institutions, the need for tests was seen in a broader light. Not only should testing devices be useful for the counseling and screening of students, but they should also offer decisive information on the status of the educational system as an institution. This was particularly the case when agencies outside the school building, whether district, state, or federal, provided funding or support for specific educational programs that were intended to yield specific educational outcomes. In an effort to avoid throwing good money after bad, these agencies became more and more interested in some sort of demonstration or proof that planned goals were being reached. When the accountability needs became clear it also became clear that the testing instruments available were not up to the task. The notion of education by objectives and referencing tests to objectives, long a part of the educational literature, became the foundation for the approach that could meet this new emphasis.

Today we are seeing what was once called a unitary need of educational accountability become a multi-faceted need. The payer-of the fiddler is not only calling for specific student outcomes, but is also interested in knowing what caused the outcomes. In order to investigate causes, the accountability systems have expanded to include the documentation and the demonstration of the effects of various educational programs and the recording of the progress and processes of the programs, in addition to their final outcomes. Each facet of this need for accountability makes different measurement demands, and for that reason, calls for a different set of measurement devices. These devices are not only different from each other, but are also considerably different from the instruments that served (or failed to serve) last decade's educators. We are now witnessing increased awareness of and interest in measures that depend upon observations, planned interactions, and unobtrusive archival records.

All this has not diminished the importance of measuring student achievement. Its importance is still central to educational accountability, and is likely to remain so. But the new measurement demands have brought about a radical change in the complexion of tests used at the secondary level. In addition to the tests of verbal-quantitative "thinking," of vocational interests, and of "intelligence," there is a whole new arsenal, still not sufficient to meet the needs of educational accountability, of instruments much more closely aligned to the specific educational goals on which educators are focusing their efforts.

Any reader who compares a ten-year old test catalog with one of today can see this change: the *educational use* of tests for *educational purposes* has grown immensely. Many would say, however, that it has not grown enough. Not that educators should use more tests, necessarily, but that they should use tests that are educationally better. "Better" tests would be referenced to educational goals, with the subsequent test development and analysis subordinated to that referencing. While few educators would disclaim the need for such tests, it is the case that, for various reasons,, this well-referenced arsenal of tests does not yet exist. But the accountability demands do exist and must be met. It would seem that the best way to meet accountability demands would be to employ the best tests in the most goal-referenced way possible. This book is designed to enable educators to do just that. It is a catalog of all available tests for the secondary level, each of which has been assigned to a specific educational goal and then evaluated along several critical dimensions. Through the use of this book the educator can do an after-the-fact referencing of tests to program goals and then can select instruments that have the qualitites he most values.

But what are the qualities by which a test should be valued or chosen? Careful consideration of the purposes to be served by the measuring instrument will identify qualities over and above those generally considered in introductory texts of educational measurement. For purposes of discussion we have divided those qualities into four major categories: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

If the test user is concerned with measurement validity, he is primarily concerned with *what* the test is measuring. This concern is a direct consequence of the need to reference the test to some specified educational goal. It is no longer satisfactory for a test publisher to state that the test measures a goal of education; he must specify the goal, its limitations and extensions, and its manifestations in terms of behaviors to be learned. Then the publisher should present some documentation that his claims are in fact supported.

We can get documentation about different aspects of a test's goal-referenced nature by a listing and categorization of the items into specific objectives, by a matching of items to implicit objectives of curriculum materials, by judgments of teachers and curriculum experts that the stated goals are being addressed, or by empirical evidence in the form that textbooks refer to as validity. All of these approaches can provide legitimate support for the publisher's view of the meaning of a test.

An equally important consideration as the *what* of a test is the *who*. Not only must we be concerned with the target population to be measured by the instrument, but we must also be concerned that the test has been developed with the limitations and capabilities of that population in mind. At the secondary level such questions include whether or not the test items and content are too difficult or too simple for the examinees, whether the test honestly presents itself for what it is and does not trick the examinees, and whether the instructions really request what will count in the test's scoring. These might all be called "examinees' rights," the violation of which might result in apathy, antagonism, or alienation.

The *how* question is concerned with requirements for administering, scoring, and interpreting the test. Large-scale accountability efforts are usually matched by equally large-scale testing programs. School systems can hardly be expected to pay for testing programs that will demand time, money, and personnel not already available at the school site. Issues such as the number of students that can be simultaneously tested, costs of testing hardware, need for complicated or expensive scoring, and usability of interpretations are the important issues in this category.

Last, and probably least, of the educator's concerns in selecting and evaluating tests are the technical measurement aspects. Although these aspects are least understood by educators, and may very likely be of least value to him, it is these very aspects that are the focus of most of the reviews and summaries of educational tests that exist in today's journals and test reviews.

So far, the reader can see that we have set up four main categories of criteria on which we feel tests should be evaluated and selected. The remainder of this introduction will address those criteria more carefully and completely, so that the reader will understand just how we arrived at the test evaluations that comprise the major portion of this book.

Educational Goals to which Tests May Be Referenced

The notion of evaluation, like the notion of judgment, always carries with it the implicit or explicit establishment of criteria of goal satisfaction. One cannot, therefore, judge how well a test measures, without knowing what it is measuring and without some standard of the goodness of possible measurement. The establishment of some universal set of "whats," or educational goals, as we shall call them, puts one in the center of a long and hotly-disputed philosophical argument.

Aside from the issue of who establishes the goals of education, there is the problem of how the goals are developed and even phrased. Their phrasing and position within the universe of educational phenomena are highly, but usually clandestinely, dependent upon an underlying philosophy of education and how that universe is or should be organized. In this book, in order to set some sort of universe of goals for education, we have concentrated upon what are called student or learner outcomes on the assumption that such learned outcomes are the real ends, and not the means, of education. For the most part, the goals are not phrased as behavioral objectives, as behavioral objectives are not necessary to the activity of categorizing already existing tests, whereas they are an important asset in constructing a test. The range and scope of outcomes that are expected of students in all types of secondary education are numerous, however. Under these circumstances, it was necessary to categorize those outcomes so as to minimize redundancy without sacrificing completeness.

Our procedure, and surely not the only route that we could have taken, was to divide secondary education into its current major disciplines. We decided upon sixteen major discipline areas which we thought would cover most of the outcomes that are expected of secondary students throughout the country and would also induce the least amount of confusion as to where any one goal might be found. These major categories, in alphabetical order, are: arts and crafts, driver and traffic safety, English language arts, foreign language, health and safety, home economics, industrial arts, intellectual skills, mathematics, music, personality characteristics, philosophy and religion, physical education, science, social studies, and vocational/career education. It will be seen that these major categories are the organizing elements of the test evaluations that follow in this book.

It will be clear to most educators and people interested in the philosophical issues of goal setting and curriculum development that our categorization scheme is rather arbitrary, and indeed a bit old-fashioned. While the subject-matter or content organization of education is not in vogue today, it seemed to be the most reasonable way to make a systematically consistent division of educational outcomes. This division is one that everyone could understand, even if they did not endorse it.

The specific elements of our major classifying system are also rather arbitrary. Deciding what to name a category and what goals it would and would not include was a difficult and painful task. As an example, consider the category of vocational education. Should we have called this "career education"? Then what would we do with vocational education that did not fit into present notions of careers? Or what would we do with industrial arts or home economics goals? Asking another question, should vocational education be considered in terms of specific types of vocations or careers or should it be considered in terms of the common elements in all or many of the vocations? Should intellectual and personality characteristics be in the vocational education category or should they be in the categories of intellectual skills and personality characteristics? or both? or a little in each?

Through discussion within the team developing the goal system and in conferences with local and national experts in secondary education and curriculum, decisions were made that we feel will enable the user of this book to most easily and efficiently find the goal for which he is looking. The results of this deliberation are listed and described below.

GOALS OF SECONDARY EDUCATION
ARTS AND CRAFTS

1. KNOWLEDGE OF ARTS AND CRAFTS

A. Nature and Scope of Art

Understands what art is and why it is important. Is familiar with important issues in art and the attempted resolution of those issues. Is aware of the relationships of art to other disciplines.

B. Art Materials and Techniques

Is familiar with the various types of art, such as oils, watercolors, ceramics, photography, architecture, sculpture, interior decoration, product design, technical illustration, and fashion. Knows how to use various techniques to produce art.

C. Art Composition and Style

Is familiar with various aspects of art composition, such as perspective, balance, movement, harmony, contrast, and use of color. Is acquainted with various styles of art in each medium.

D. Works of Art

Is acquainted with historical and contemporary art, major artists, styles, and periods, in this culture and in other cultures.

E. Analysis of Art and Craft Products

Identifies and describes the uses of form and color and various aspects of composition employed in works of art. Identifies and describes the style or period, and the subject matter and theme of works of art.

2. PRODUCTION OF ART AND CRAFT WORKS

A. Mechanical and Hand Skills in Art

Demonstrates mastery of the mechanical and hand skills required to produce works of art (e.g., painting, weaving, sculpting, modeling, and photo developing).

B. Compositional and Style Skills in Art

Demonstrates mastery of the compositional skills required to produce works of art. Effectively uses particular styles in the production of art works.

C. Subject Matter Skills in Art

Demonstrates creativity in the choice and representation of a subject in works of art.

3. RESPONSE TO ARTS AND CRAFTS

A. Personal Response to Arts and Crafts

Responds emotionally to works of art. Appreciates and respects creativity and craftsmanship in art. Produces art in leisure time, collects art, visits museums, joins art societies, employs artistic principles to improve own environment.

B. Judgmental Response to Art

Analyzes and criticizes the merits of a work of art, and justifies own judgment. Enjoys discussions of art criticism and reading about art criticism.

DRIVER AND TRAFFIC SAFETY

4. FUNDAMENTALS OF SAFE DRIVING

A. Driver Responsibilities

Understands the factors involved in safe driving (conditions of the driver, vehicle, road, and traffic). Recognizes the skills necessary to safe driving and tries to master them. Respects the necessity of observing traffic regulations, demonstrating courtesy, remaining constantly attentive, and maintaining self-control while driving.

B. Motor Vehicle Laws and Rules of the Road

Understands the criteria to be met for licensing. Knows signals for turning and stopping. Knows how to respond to traffic signs, signals, and road markings. Knows rules governing speed, right of way, and vehicle fitness. Understands a driver's financial responsibilities in the event of an accident.

C. Basic Driving Skills

Understands the functions of car instruments and gauges and uses them properly. Can properly operate the car. Signals and observes all routine rules. Can plan trips, read maps, locate addresses, and keep a sense of direction. Takes situations into account in adjusting speed, separation from other cars, braking, and cornering. Drives defensively, with courtesy and attentiveness.

D. Auto Accident Prevention

Understands the medical, economic, social, and legal implications of accidents. Knows the major causes of accidents and how to avoid them. Knows the value of safety devices. Understands how to correct or prevent hazardous equipment faults. Understands the adjustments necessary when driving in mountain and desert areas. Knows what to do in emergencies.

E. Procedure in the Event of Auto Accident

Knows what defensive and protective actions to take when an accident can be foreseen. Can administer basic first aid to accident victims. Knows how to obtain police and medical assistance. Understands accident reporting procedures.

5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE

A. Motor Vehicle Maintenance and Repair

Knows function of major automotive systems. Understands the importance of following owner's manual. Knows a car's major maintenance points and understands the importance of regular maintenance. Understands means of minimizing wear of auto parts and ways of conserving gas and oil. Can handle simple mechanical emergencies.

B. Economics of Motor Vehicle Purchase

Can compute costs of vehicle purchase and operation. Knows how to select a reliable and economical car. Understands the legal points of insurance and financial responsibility. Understands the basics of contracts involved in purchasing, financing, and insuring a vehicle and knows ways of arranging these securely and economically.

ENGLISH LANGUAGE ARTS

6. DEVELOPMENTAL READING

A. Reading Comprehension Skills

Identifies the main idea and important details; determines the meaning of words from the way they are used; applies the reading technique appropriate to the subject matter. Draws inferences from material read.

B. Research and Study Skills

Can locate reference materials and information sources. Understands and knows the purpose of study assignments. Knows the steps involved in writing a research paper. Writes well-organized notes. Writes summaries of reading selections. Reads and understands directions. Knows the importance of having adequate light, table space, privacy and appropriate materials for studying.

C. Vocabulary Development and Spelling

Knows the meaning of prefixes and suffixes. Knows the process by which words are located in the dictionary. Knows the different levels of meaning for a number of words. Spells words correctly and knows the rules of spelling.

7. SPEECH, DRAMA, AND ORAL PRESENTATION

A. Organization of Ideas for Oral Presentation

Knows the purpose and prepares an outline before writing a speech or stage script. Maintains notes on plays seen and read, book reviews and articles on biographies, plays, television and radio programs, and films.

B. Types of Speeches and Drama

Knows how to give different kinds of speeches and various forms of public and/or private speaking used in debate, discussion and interview; and the production and direction of and performance in drama, films, radio, and television programs.

C. Mechanics of Oral Presentation

Knows the process by which the sounds of language are produced. Pronounces words correctly. Controls voice power, pitch, and tone. Establishes good eye contact with the audience. Displays good posture. Makes effective use of gestures. Knows the differences between usage and dialect. Uses the level of usage appropriate to the purpose.

D. Listening Habits

Knows the difference between hearing and listening. Knows the responsibilities of the listener. Identifies the main ideas, the important details, and the conclusion of a speech. Identifies speech defects or poor habits of the speaker.

8. GRAMMAR

A. Parts of Speech

Defines and gives examples of the eight parts of speech. Knows the purpose and relationship of the parts of speech to one another in a sentence. Detects improper use of the parts of speech.

B. Grammar of Sentences

Knows definitions and functions of sentences and parts of sentences. Identifies and correctly writes the different types of sentences, phrases, and clauses. Detects grammatically incorrect sentences, phrases, and clauses. Diagrams sentences correctly, and uses correct capitalization and punctuation.

9. WRITING SKILLS

A. Organization of Ideas for Writing

Translates own ideas into language; classifies, associates, and compares ideas; analyzes or identifies conditions. Writes outlines that group related ideas together and arranges the groups in logical order.

B. Sentence and Paragraph Development

Uses proper coordination and correct agreement. Avoids writing choppy, incomplete, and run-on sentences. Develops paragraphs by explaining topic sentences. Writes paragraphs that present a clear purpose or point of view. Recognizes poorly developed sentences and paragraphs.

C. Style

Employs natural and simple expression; various devices of style, exact emphasis, colorful word usage, and figures of speech. Uses a variety of sentence patterns. Avoids wordiness, unnecessary detail, and useless repetition. Recognizes ineffective style.

D. Mechanics of Writing

Exhibits legible handwriting, adequate margins and spacing, proper labeling and placement of headings, correct expression of numbers and figures, and correct abbreviations. Recognizes writing that is mechanically poor.

E. Formal Writing

Demonstrates ability to write each of the different types of essays and briefs.

F. Personal Writing

Writes business, friendly, and formal letters using appropriate headings, inside addresses, greetings, closings and signatures. Writes a personal autobiography that is brief and accurate.

G. Creative Writing

Writes poetry that conforms to accepted conventions of poetry; stories that are compact, produce a single effect, have a limited time and setting, and have rapid movement. Writes newspaper articles that exhibit conflict, social significance, the unusual, adventure, and amusement.

10. FORMS OF LITERATURE

A. Knowledge and Understanding of Literature

Identifies the important elements of biography, autobiography, tragedy, comedy, plays, short story, novel, newspapers, and other forms of literature. Understands dramatic form, use of language, and themes of prominent authors. Knows the type of information available through each form of literature.

B. Sources of Literature

Is aware of, reads, and has plans to read American, English, world, national, and ethnic literature. Identifies authors and their works, characters and plots; types of literature, and literary periods.

11. ANALYSIS AND EVALUATION OF LITERATURE

A. Analysis of Plot and Theme

Explains the main action and sub-actions, conflicts between characters, and between characters and their environment, meaning of the theme, and writer's point of view. Describes the characters, identifies their roles, and understands their traits and emotions.

B. Analysis of the Structure of Literary Works

Describes the development, arrangement of parts, and mode of presentation. Explains the meaning of figures of speech in poetry and other forms of literature, and the use and significance of specific details.

C. Evaluation of Literature

Judges the mechanical aspects of literature and their contribution to the unity and structure of literary works. Criticizes dialogue of dramatic works, and the author's point of view. Judges the credibility of the theme, characters, setting, and the social, historical, and biographical references.

D. Appreciation of Literature

Shows interest in and discusses the lives of famous authors. Shows appreciation for and interest in drama by attending plays and participating in school plays. Shows interest in essays by discussing the values and ideals of literary figures. Enjoys reading short stories, novels, and poems.

FOREIGN LANGUAGE

12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE

A. Foreign Language Writing System

Copies written materials accurately. Accurately transcribes simple utterances. Rapidly locates dictionary entries. Uses punctuation and special markings appropriately.

B. Foreign Language Phonetics

Discriminates important sound features. Repeats simple utterances accurately and identifies sign-sound relationships.

C. Foreign Language Vocabulary

Provides appropriate equivalents to given words and phrases. Provides words or phrases appropriate to a given context.

D. Foreign Language Grammar

Knows grammatical rules. Performs pattern drills and simple manipulation of syntax. Completes messages with appropriate forms of nouns, verbs, and other words.

13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE

A. Foreign Language Reading Ability

Responds correctly to questions based on the content of readings. Follows written directions. Provides English equivalents to written passages. Understands the plot of a story, the topic of a poem, and can summarize the content of readings. Approaches native ability in reading speed and comprehension.

B. Foreign Language Listening Comprehension

Transcribes spoken messages accurately and follows spoken instructions precisely. Provides comprehensive English equivalents to spoken messages and paraphrases spoken messages. Approaches native ability in perception and comprehension of the spoken language.

C. Foreign Language Writing Ability

Produces comprehensive equivalents to given English messages. Writes with expression. Approaches native ability in style, facility, command of idiom, and accuracy in writing.

D. Foreign Language Speaking Ability

Repeats spoken phrases precisely. Provides appropriate oral responses to given messages. Produces comprehensive spoken equivalents to given English messages. Speaks with expression. Approaches a native speaker in colloquial facility, style, command of idiom, and accuracy.

14. INSIGHT INTO A FOREIGN CULTURE

A. Literature of a Foreign Culture

Identifies authors and their works, types of literature, and literary periods. Explains the characters, plots and themes of notable works. Relates literature and other writings to their cultural contexts. Evaluates the merits of a communication according to specific criteria.

B. Social-Historical Features of a Foreign Culture

Knows history, politics, geography, economy, social structure, and folkways of the culture. Acquires tolerance and appreciation of differences in the values of different cultures. Identifies composers, artists, actors and filmmakers, and their works. Is familiar with prominent folk arts.

15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE

A. Interest in Learning and Using a Foreign Language

Enjoys and contributes to class activities and desires to converse with native speakers and to read native works. Attends native language films. Writes in the language to native correspondents and speaks the language with others outside of class. Reads native literary works, newspapers, or magazines for pleasure.

B. Interest in Learning About and Involvement in a Foreign Culture

Enjoys exposure to native music, film, art, and literature. Collects art and music of the culture. Seeks contact with local representatives of the culture or travels to the native land. Can function in the culture in a manner consistent with native ways.

HEALTH AND SAFETY

16. PHYSICAL AND MENTAL HEALTH

A. Personal Health

Cares for teeth, skin, nails, and hair, and selects clothing with regard to health. Understands the value of good grooming and proper health habits. Understands structure and care of sense organs. Understands importance of periodic medical exams and of securing professional services in medical treatment.

B. Nutrition

Knows what makes a balanced diet; the seven food components and their relationship to health. Knows how to control weight and the problems of and reasons for overweight and underweight. Knows about food supplements and preservatives, food production, storage, sanitation, and preparation.

C. Personality Development

Understands own personality, needs and abilities, and problems of adjustment and ways to solve them. Accepts different personalities and gets along well with others. Understands the biological and environmental factors that influence mental health. Develops a sense of responsibility for own behavior.

17. HABIT FORMING SUBSTANCES AND THEIR USE

A. Smoking and Tobacco

Understands the physical effects of tobacco and knows reasons why people smoke. Understands the relationship between smoking and lung cancer, heart disease, and life expectancy. Is familiar with recent research and recommendations of health authorities regarding the effects of smoking.

B. Alcohol and Alcoholism

Understands the physical, mental, and social effects of alcohol. Knows the current kinds of treatment for the alcoholic.

C. Drug Use and Abuse

Knows the beneficial and medicinal effects of some drugs and the harmful effects of others. Understands the physical, mental, and social effects of narcotics. Is familiar with narcotics laws. Knows the types of treatment for the addict. Understands the addiction-prone personality.

18. MARRIAGE, FAMILY, AND SEX EDUCATION

A. Sex Education

Knows the process of adolescence and the emotional problems of sexual growth and development. Understands human reproduction. Knows medical terms in reference to the body. Overcomes common worries and misconceptions about sex. Knows factors that influence sex drive.

B. Dating

Realizes the functions and the responsibilities of dating, going steady, courtship, and engagement. Develops personal standards of conduct and understands that relationships require social maturity and responsibility. Understands possible personal, social, and health hazards of sexual relationships.

C. Marriage and Family Life

Knows factors for selecting a suitable mate. Understands the social role of the family and changing roles of men and women. Knows how to instruct children about sex, growth, and development problems. Knows areas of adjustment necessary for a successful marriage and approaches for resolving marital conflicts. Understands family planning.

19. PUBLIC HEALTH

A. Community Health

Understands how to protect self and others against communicable diseases and other environmental hazards. Knows and supports public health measures for the community. Is familiar with current and pending health laws and programs. Understands value of a clean and healthful environment.

B. Diseases

Understands the cause, treatment, and prevention of the major communicable and noncommunicable diseases. Understands immunity to disease. Understands the effects of venereal diseases on the individual and the community.

C. Consumer Health

Is critical of food and drug advertising claims. Reads labels critically before buying a product. Knows the danger of self-diagnosis, self-medication, and quackery. Can choose a doctor and knows when to call him. Knows the professional standards of health specialists and ways of paying for and obtaining health services.

20. SAFETY EDUCATION

A. Safety and Accidents

Knows household safety measures. Knows hazards and safety measures for drowning, fires, firearms, falls, burns, poisons, and recognizes poisonous plants and animals. Participates in safety programs and knows regulations for safety, their importance, and the consequences of violation.

B. First Aid

Understands the need for first aid and the proper transportation of an injured person. Understands the procedures for emergency care and knows legal problems of administering emergency care. Can apply principles of first aid and could qualify for the standard certificate.

HOME ECONOMICS

21. HOME AND FAMILY MANAGEMENT

A. Family Relations

Understands roles and conflicts in family living. Knows laws and legal responsibilities relating to families and knows the authority structure of the family in our society.

B. Home Nursing and Child Care

Can assist in the care of others in the home. Knows care of mother and baby both before and after birth. Can provide safe care for and meet needs of children. Knows about child welfare laws and agencies that protect and care for children. Can properly select a babysitter.

C. Home Management

Understands how the organization of time, activities, and property contributes to the achievement of family goals. Knows how to provide for family security and how families and individuals use income wisely.

D. Consumer Economics

Knows how to shop wisely. Is acquainted with sources that help consumers. Knows advantages and disadvantages of different types of payment plans. Can wisely select, buy, and store foods.

E. Housing

Recognizes different housing needs among families. Understands the relationship of use and care to the appearance and safety of the home, and to the cost of upkeep. Knows principles of purchasing and financing housing, home furnishings, and equipment.

F. Furnishing

Knows how to make a home comfortable, convenient, and attractive. Develops interior creative abilities. Understands how need, personal preferences, and design influence home planning. Knows of new products and inventions in interior design.

22. FOOD AND MEAL PREPARATION

A. Food Preparation

Reads and interprets recipes. Properly uses and cares for cooking utensils and equipment. Understands measures. Understands role of the homemaker as a food manager. Knows about eating habits and preferences, and plans nutritional meals.

B. Meal Serving

Can set the table for various kinds of meals. Knows and practices table etiquette. Serves meals in appetizing and interesting ways.

23. CLOTHING AND TEXTILES

A. Clothing and Textile Selection

Selects personally suitable fabrics and garments in terms of style, color, and design. Knows about yard goods, clothing labels, and wise shopping techniques. Understands how fashions develop and what current fashions are. Applies principles of wardrobe planning.

B. Sewing and Clothing Construction

Can select, use, and care for sewing equipment. Understands and practices safety procedures in use of sewing equipment. Becomes skilled in hand and machine sewing. Appreciates the value of, and enjoys sewing.

C. Care of Clothing

Wisely cares for clothing and understands the importance of proper care. Knows laundry principles and procedures, and use and care of laundry equipment. Understands dry cleaning procedures. Becomes skilled in ironing.

INDUSTRIAL ARTS

24. INDUSTRIAL ARTS AND PRACTICES

A. Industrial Shop Safety

Knows safety procedures for various machines and tools. Understands need for proper conduct and proper dress in industrial arts laboratory. Properly uses hand-tools, and hand power tools, and powered equipment.

B. Drafting (non-vocational)

Performs mechanical, industrial, and architectural drawing. Reads drawings and blueprints and visualizes relationships between objects and working drawings. Understands building codes. Knows occupational opportunities in drafting and mechanical drawing.

C. Woodworking (non-vocational)

Knows characteristics, sources, and uses of various woods. Properly handles rough and finished wood stock. Applies techniques of assembly and wood finishing. Cares properly for wood and wood products. Knows occupational opportunities in wood working.

D. Metals and Machines (non-vocational)

Understands uses of different metals and works with various metals. Performs gas and electric welding operations. Understands operation and use of shop equipment. Understands basic sources of power and their uses. Maintains and repairs power units and tools. Knows occupational opportunities in metals and machines.

E. Electricity and Electronics (non-vocational)

Maintains and repairs electronic equipment. Knows theory of electricity and electronics. Reads wiring diagrams and does wiring. Tests and measures electrical circuits. Knows occupational opportunities in electricity and electronics.

F. Graphics (non-vocational)

Identifies printing type forms. Performs hand and mechanized composition. Does stencil cutting and block printing. Knows basic processes of book binding. Selects photographic equipment and materials to create special effects. Knows occupational opportunities in graphics.

G. Auto Mechanics (non-vocational)

Performs adjustments and repairs on automobiles. Understands the function of the various units of the automobile. Knows the occupational opportunities in auto mechanics.

INTELLECTUAL SKILLS

25. UNDERSTANDING

A. Comprehension and Production of Information

Has a broad vocabulary. Produces needed information and abstract ideas. Describes pictures or sounds and illustrates ideas with other ideas.

B. Integration of Information

Summarizes information by combining the essential parts into a meaningful total idea. Identifies major ideas, and recognizes the logic or connections among ideas in communication. Rearranges or reorders ideas in order to grasp the meaning.

26. MEMORY

A. Rote Memory

Recalls items of information that have no meaningful connection with each other or with situations, such as names, dates, addresses, or lists.

B. Meaningful Memory

Recalls items of information that fit together in some meaningful way, such as stories, peoples' characteristics and life situations. Recalls articles read and can contribute the information recalled.

27. SYSTEMATIC REASONING

A. Deductive Reasoning

Applies rules or principles in order to arrive at answers or solutions. Determines which rules of thinking are appropriate for a given problem. Explains given information in terms of known rules or principles. Uses thinking rules and principles to solve simple and complex problems.

B. Inductive Reasoning

Reasons from particular facts or individual cases in order to reach a rule or general principle. Discovers complex relationships and patterns. Formulates logical rules that account for facts. Makes generalizations that summarize information and can be applied to new situations.

28. CREATIVITY

A. Ingenuity

Generates information that is original. Creates novel and clever ideas. Invents new methods and generates new and uncommon procedures for dealing with problems. Adapts known methods to new situations.

B. Flexibility

Does not think in ruts, but shifts the direction of thinking. Redefines problems and is aware of deficiencies and inconsistencies. Recognizes the identity of an idea as seen from different viewpoints. Transfers approaches to new problems and considers various points of view to problems.

C. Elaboration

Fluently thinks of many specific details for stories, ideas, or objects. Finds a variety of solutions to problems.

29. EVALUATION

A. Logical Judgment

Applies logic. Makes judgments in terms of the consistency of the arguments, the relations among assumptions, evidence, and conclusions. Shows sensitivity to errors of judgment. Recognizes the values and points of view used in particular judgments.

B. Social Judgment

Understands and responds appropriately in social situations requiring discrimination, comparison, sensitivity, and judgment. "Common sense." Distinguishes between means and ends in selecting a solution to a social problem. Distinguishes fact, values, and opinion. Can appraise the adequacy of behavior in social situations.

MATHEMATICS

30. GENERAL MATHEMATICS

A. Arithmetic

Knowledge of the language of arithmetic. Skill in solving problems involving whole numbers, fractions, decimals, and proportions, using addition, subtraction, multiplication, and division. Ability to approximate answers to problems and to solve word problems.

B. Number Concepts, Systems, and Sets

Understands the concepts of the number line and order relationships. Ability to use the number line and find factors and prime factors. Knowledge of the decimal system and other (e.g., Roman) number systems. Understanding of expanded and scientific number notation, of number rounding, of other-base numeration and modular arithmetic. Understanding the concepts, symbols, and notations of sets. The ability to work with sets and interpret Venn diagrams.

C. Measurement

Ability to compute areas and volumes of figures. Familiarity with units of measurement in the English and metric systems and ability to convert among units and systems. Understanding of the approximate nature of measurement, error, and significant digits.

31. APPLIED MATHEMATICS

A. Business and Consumer Mathematics

Understanding of and ability to apply mathematics to problems in borrowing, lending, interest, investing, insurance, taxes, wages, commissions, cost/profit relations, and retail purchasing. Knowledge of the mathematics of banking, basic accounting, installment buying, real estate purchasing, and home finance. Skill in the use of calculators in business and home application.

B. Industrial and Vocational Mathematics

Facility in the use of computational and measurement devices such as slide rules, calculators, or math tables. Ability to apply mathematics to industrial problems in engineering, surveying, and carpentry.

C. Computer Programming

Knowledge of programming languages and skill in applying the language in meaningful programs. Skill in the solution of linear equations and problem solving. Ability to set up flow charts, use of subroutines, library functions and algorithms.

D. Computer Theory and Practice

Knowledge of the historical development of computers, the logical structure of computers, operations and components of computer machinery, and a grasp of the strengths and weaknesses of computer technology. Ability to keypunch computer cards and operate computers and related machinery. A familiarity with data processing systems and routines.

32. ALGEBRA

A. Algebraic Skills and Concepts

Understanding of symbolic representations of numbers, the use of variables as placeholders, and the language of algebra. Ability to use notational conventions. Ability to transform expressions and to graph points on the number line. Understanding of the laws of operations and the use of line segments and areas to represent numbers.

B. Real and Complex Number Systems

Understands the properties and rationale of the rational number system. Understands and can operate with positive and negative numbers and absolute values. Understands irrational numbers, the field properties of real numbers and the nature and operation of complex numbers.

C. Equations and Inequalities

Understanding of different types of mathematical sentences. Knowledge of the properties and characteristics of linear and quadratic equations. Ability to solve problems involving the setting up of equations or inequalities.

D. Exponents, Radicals, Logarithms, and Functions

Ability to find the roots of numbers and to work with exponents. Understanding of logarithms and ability to use them. Ability to use logarithmic tables and the slide rule. Understanding of linear and quadratic functions and their graphs. Familiarity with linearity, axes, and intercepts. Ability to graph exponential and logarithmic functions and to understand the graphs.

E. Linear Algebra

Understanding of vectors and vector spaces. Ability to perform vector operations. Knowledge of matrix algebra and ability in matrix operations. Identifies types of matrices; evaluates determinants; and uses them in the solution of systems of linear equations. Understanding of linear transformations and their matrix representations.

33. GEOMETRY

A. Informal Geometry

Recognizes and classifies geometric figures. Understanding of relationships among figures and ability to compute perimeters, areas, and volumes. Skill in the drawing of two- and three-dimensional figures. Ability to solve problems involving geometry. Knowledge of geometric symbols and the historical development of geometry. Awareness of the existence of non-Euclidean geometries.

B. The Nature of Proof in Mathematics

Understanding of concepts of defined and undefined terms, assumptions, axioms, postulates, hypotheses, conclusion, and proof. Ability to identify and construct conjunctions, disjunctions, and conditional sentences, their inverses, converses, contrapositives, and negations. Ability to construct truth tables and find truth values. Understanding of the various methods of proof and the rules of inference.

C. Euclidean Plane Geometry

Understanding of the definitions, axioms, and theorems of Euclidean plane geometry. Ability to apply it to the solution of numerical or verbal problems. Ability to use definitions, axioms, and previously proved theorems, along with appropriate methods of proof, to construct a valid proof of a theorem or statement.

D. Coordinate Plane Geometry

Understanding of the relationship between the Euclidean plane and the Cartesian plane and ordered pairs of real numbers. Ability to apply the definitions, formulas, and theorems of coordinate geometry to the solution of problems. Ability to construct a valid proof of geometric theorems or statements using the methods of coordinate geometry.

E. Solid Geometry

Understanding of the definitions, axioms, formulas and theorems of Euclidean solid geometry and three-dimensional coordinate geometry. Understanding of the relationships between the two solid geometries.

34. TRIGONOMETRY

A. Trigonometric Ratios

Knowledge of numerical values of ratios for special angles without the use of tables. Ability to apply reduction formulas for angles greater than 90° and for negative angles. Ability to solve right or oblique triangles and to solve problems of surveying or navigation that involve the use of the trigonometry of triangles.

B. Coordinate Trigonometry

Ability to convert vectors between rectangular and polar representations and find the components, magnitudes, and direction angles for a vector. Understanding of the resolution and composition of vectors and their relationship to complex numbers. Ability to represent complex numbers in polar or rectangular form.

C. Trigonometric Formulas and Identities

Understanding of and ability to use or manipulate the law of sines, law of cosines, deMoivre's formula, trigonometric area formulas, addition and double angle formulas, and trigonometric identities.

D. Trigonometric Circular Functions

Ability to use radian measure and related formulas. Understanding of the circular functions for real numbers and ability to graph them. Understands relationships between the circular functions and trigonometric ratios. Ability to solve equations and evaluate expressions involving the circular functions.

35. PROBABILITY AND STATISTICS

A. Organizing and Presenting Statistical Data

Ability to construct and interpret statistical graphs and frequency tables. Ability to group data by intervals. Ability to construct and interpret frequency histograms and cumulative frequency polygons for grouped and ungrouped data.

B. Descriptive Statistics

Understanding of and ability to compute measures of central tendency and dispersion and relationship between variables. Understanding of the derivation and use of the least square line. Ability to interpret descriptive statistical measures in order to make valid statements about data.

C. Probability Concepts and Distributions

Ability to solve problems involving permutations and combinations. Understanding of the language of probability. Ability to compute probabilities of different kinds of events. Understanding of random variables, probability distributions, and familiarity with common distributions. Knowledge of basic probability theorems.

D. Statistical Inference

Understanding of sampling techniques, standard errors, and confidence intervals. Understanding of concepts and terminology of hypothesis testing and ability to use tests of hypotheses correctly and efficiently. Knowledge of the properties of and the calculations for repeated trials experiments.

36. ADVANCED MATHEMATICS

A. Analysis and Elementary Functions

Knows and understands differential geometry of curves, Mean Value Theorem, variational and iterational methods.

B. Analytic Geometry

Knows and understands distance and slope. Solves problems dealing with polar and rectangular coordinates, equations and graphs, parametric equations, solid analytic geometry.

C. Calculus

Knows and understands indefinite sequences, series, integrals; the concepts of limit, maxima, and minima; and fundamental theorem of definite integrals. Solves problems dealing with the application of definite integrals, differential calculus, multivariate calculus, vector calculus, and numerical calculus.

MUSIC

37. KNOWLEDGE OF MUSIC

A. Nature and Scope of Music

Understands what music is and why it is important. Is familiar with important issues and attempted resolutions of these issues. Is aware of the relationships of music to other disciplines.

B. Elements and Media of Music

Is familiar with various characteristics of sound. Is familiar with the system of notation used to write music and with the various scales used in music.

C. Structure and Organization of Music

Knows the components of music (rhythm, melody, harmony) and how they are used to create various types of music. Is familiar with the principles of design used to create variety and unity in musical works. Is familiar with various musical forms and their organization and combination in musical works.

D. Knowledge of Musical Works

Is acquainted with historical and contemporary music, major composers, styles and periods, in this culture and other cultures.

E. Analysis of Musical Works

Identifies and describes the medium in which music is performed and the various elements of which the work is composed. Identifies and describes the rhythm, melody, and harmony of musical works and how they are used to create a certain type of music. Identifies and describes the style and period of musical works.

38. PRODUCTION OF MUSIC

A. Vocal Performing Skills in Music

Demonstrates mastery of the vocal skills (breath and volume control, phrasing, diction) required to perform musical works.

B. Instrumental Performing Skills in Music

Demonstrates mastery of the instrumental skills (solo instruments, band, orchestra) required to perform musical works.

C. Compositional Skills in Music

Demonstrates mastery of the compositional skills required to create a musical work.

39. RESPONSE TO MUSIC

A. Personal Response to Music

Responds emotionally to musical works. Appreciates creativity and craftsmanship in the musical works of self and others. Produces music in leisure time, collects musical recordings, attends concerts, joins musical societies.

B. Judgmental Response to Music

Analyzes and criticizes the merits of musical works, and justifies own judgments. Enjoys discussions of readings that focus on the critical analysis of music.

PERSONALITY CHARACTERISTICS

40. TEMPERAMENT

A. Emotional Security

Is generally cheerful, composed, calm, realistic, confident, and optimistic. Can deal with tension, depression, and frustration when they occur.

B. Realistic Responsibility

Views the world realistically and handles life's problems rationally; but without sacrificing sensitivity, appreciativeness, and concern for feelings and ideals. Is conscientious, dependable, and neat; but remains spontaneous and does not insist on sticking to things that have lost their purposes.

C. Inquiring Boldness

Is energetic, ambitious, and adventurous, seeking new experiences and opportunities; not overly cautious, insecure, or lacking drive. Is interested in abstract ideas, examines tradition critically, and is tolerant of change and diversity. Is analytical, observant, resourceful, and inquiring; rather than rigid, overdeliberate, or thoughtlessly conforming.

D. Productive Self-Assertion

Takes the initiative in groups, acts in accordance with personal convictions, asserts own point of view but with consideration for the needs and attitudes of others. Is independent, self-assured; as opposed to being overly reserved and shy. Is cooperative and generally respectful of laws and rules; and resists conformity for the sake of conformity. Is not unreasonably rebellious or resentful of control.

E. Friendliness and Trust

Seeks and maintains close relations with others and desires social approval. Shows faith in others and participates trustingly in groups, but is not so naive or gullible as to fail to recognize human faults and the limits of good will. Is loyal to friends and not withdrawn into own self. Is not overly skeptical, mistrusting, or defensive.

F. Sensitivity and Concern

Is sensitive to other people's needs, interested in the reasons for their behavior, tries to put self into another's place before judging, and generally shows concern for the welfare of others. Is helpful, generous, unselfish, forgiving, and warmhearted; as opposed to being overly detached, aloof, or critical.

41. ATTITUDINAL FACTORS OF ACHIEVEMENT

A. Self-Concept

Sees self realistically, possesses a sense of personal worth and self esteem, and feels well-regarded by others. Has confidence in self. Feels in command of own life and takes personal credit for own accomplishments. Does not feel that circumstances or other people completely control life and future.

B. Achievement Motivation

Undertakes challenges with optimism and persistence, and seeks opportunities to develop new talents. Is reasonably ambitious, persistent, and competitive, with a challenging level of aspiration.

C. School Orientation

Values and enjoys academic accomplishment, has a satisfying social life at school, and maintains positive relations with school authorities. Likes school subjects and learning, and generally enjoys and appreciates school.

42. SOCIAL BEHAVIOR

A. Interpersonal Relationships

Relates and interacts positively and constructively with others. Understands the intentions, motivations and roles of others and responds accordingly.

B. Social Behavior Skills

Knows and practices the rules of courtesy, manners, etiquette, and politeness. Is familiar with the social values and customs of own class and of other classes of people.

PHILOSOPHY AND RELIGION

43. PHILOSOPHY

A. Nature and Scope of Philosophy

Knows the background and historical development of philosophy. Knows important philosophers, basic concepts, and ideas of various philosophies. Can identify basic philosophical issues. Understands why these issues have become and remain important.

B. Personal Philosophy and Values

Develops a personal philosophy and attempts to live by it. Understands his own value system and that of his society. Knows how to examine his own value system. Knows and can use several methods of deciding about values.

44. RELIGION

A. World Religions

Is familiar with sacred and historical writings of various religions and their influence on beliefs and practices. Knows the beliefs and practices of various religions, their bases, and the effects they have on the spiritual, social, and economic lives of the believers.

B. Knowledge of Own Religion

Knows the sacred and historical writings of own religion, what they mean, and how they are variously interpreted. Knows beliefs of own religion and how they guide life. Can explain or justify beliefs and practices and can find original sources of them. Can compare own beliefs and practices with those of others.

C. Personal Acceptance and Belief in Religion

Has a firm religious faith, even though it may be in conflict with the convictions and ethical concepts of friends. Appreciates the importance of scriptural study in religious growth. Is willing to consider opportunities for full-time service to own religion.

D. Personal Religious Practices

Participates in the religious rituals, observances, and activities of own religion. Uses religious faith to help deal with doubts about the world and self. Seeks guidance from others of own religious faith in matters relating to life style.

PHYSICAL EDUCATION

45. PHYSICAL DEVELOPMENT AND WELL-BEING

A. Physical Growth and Development

Has a healthy body and physical well-being. Can meet extra demands on the muscular and respiratory systems without great discomfort, extreme fatigue, or danger to health. Understands and appreciates the need for good physical condition and posture. Works to achieve and maintain good physical condition.

B. Motor Skills, Movement, and Muscular Coordination

Has coordination, strength, endurance, vigor, flexibility, agility, balance and poise. Performs basic sport skills such as running, jumping, throwing and kicking. Exhibits a sense of timing and distance and an appropriate use of force in physical interaction with objects and other people.

46. SPORTS AND GAMES

A. Rules and Strategies of Sports and Games

Knows the vocabulary and concepts associated with sports and games. Understands and follows the rules and directions of sports, games, and team play. Uses the strategies of games and sports.

B. Skill in Sports and Games

Has skill in such sports as swimming, football, tennis, baseball, track, or basketball. Interacts well with other team members.

C. Physical Education Equipment

Knows how to use and maintain physical education equipment. Uses equipment properly and safely.

47. PERSONAL IMPACT OF PHYSICAL EDUCATION

A. Social and Psychological Impact of Physical Education

Directs anger and aggression into socially acceptable behavior. Demonstrates culturally approved patterns of personal behavior and personal relationships during participation in games, sports, and dance.

B. Group Activity and Sportsmanship

Is a good winner and a good loser. Has initiative, leadership, and the ability to be a good follower. Obeys the rules of the game. Is emotionally involved in the activity and has team spirit.

C. Interest and Independent Participation in Sports and Games

Participates in a variety of physical activities during leisure time. Analyzes own performance and tries to improve it.

SCIENCE

48. BIOLOGY

A. Nature, Origin, and Evolution of Life

Knows the chemical and physical characteristics of living matter. Understands the structure, organization and growth of living tissue. Compares the structure and functions of simple and complex forms of life. Knows of scientific explanations of origin and evolution of life. Understands the classification and naming of the forms of life.

B. Reproduction

Knows laws of genetics. Knows how knowledge of genetics and heredity has helped to explain the occurrence of physical traits and conditions. Knows the processes involved in sexual and asexual reproduction.

C. Plants

Knows and compares the major groups of plants and the important characteristics of each group. Understands plant growth and reproduction. Knows characteristics of protists and their effects.

D. Animals

Knows the major groups of invertebrate and vertebrate animals and their important characteristics. Compares the cellular, organ, muscle, and bone structures of the different groups of invertebrates and vertebrates.

E. The Biology of Man

Knows the organ, muscle, and bone structures of the human body and their functions. Compares the structures of the human body with other vertebrates. Knows the kind and amounts of food the human body needs. Understands the operation of the nervous, digestive, and other body systems.

F. Ecology

Knows and understands the relationship between all living things and their environments. Understands the kinds of changes that affect these relationships. Knows what kinds of plants and animals are found in different parts of the world and why.

49. CHEMISTRY

A. History, Theories, and Principles of Chemistry

Knows the history of the development of chemistry and the role of chemistry in other fields. Understands the explanations, principles, and laws dealing with chemical events.

B. Terminology, Symbols, and Element Families

Defines terms used in chemistry; knows names, symbols, and element families and their characteristics.

C. Atomic and Molecular Structure

Knows the parts of the atom and how they combine to form atoms; knows what molecules are and how they are formed by groups of atoms.

D. Chemical Reactions

Writes and balances reduction equations; understands chemical and nuclear reactions.

E. Carbon Compounds and Bio-Chemistry

Knows the structure, nomenclature, and characteristics of chemicals with carbon and hydrogen and other compounds that are organic (soap, wax, sugar, oil).

50. GENERAL SCIENCE

A. Geology

Knows the methods, instruments, and theories of geologists and geophysicists. Understands how the earth is measured. Knows geophysical properties of the earth and how geological and fossil records explain the earth's development. Understands the formation of rocks, topographic features, and land masses.

B. Weather Science

Knows the methods, instruments, and theories of meteorologists. Understands the properties and effects of air masses, air currents, and wind systems. Knows and understands the factors affecting climate and the major climatic regions of the world.

C. Ocean Science

Knows the methods, instruments, and theories of oceanographers. Describes the physical and chemical properties of ocean water. Knows about currents, tides, and the topographic features of the ocean floor.

D. Space Science

Knows the methods, instruments, and theories of astronomers. Knows the kinds of heavenly bodies found in interstellar space. Knows the special needs and problems related to space travel.

E. Investigative Skills and Scientific Method

Correctly uses laboratory equipment and procedures in the science studied. Observes safety rules and has knowledge of equipment. Applies mathematics correctly. Understands the scientific method; its nature and limitations. Knows the rationale and procedures of experimentation and the logic of theory building and theory testing.

51. PHYSICS

A. Mechanics

Understands the concepts of length, time, mass, velocity, acceleration, force, energy, momentum, and work. Knows the conservation laws of mass and energy. Applies vector and scalar algebra, Newton's laws, and other principles to problems of rocketry and satellite motion.

B. Kinetic Theory

Understands the assumptions and concepts of the kinetic interpretation of heat. Knows kinetic theory and the gas laws. Knows the states of matter and properties of gases. Applies gas laws to problems dealing with temperature, pressure, and volume.

C. Fields and Electricity

Knows the properties of electric and magnetic charge, electromagnetism and ionization. Knows how electric and magnetic charge is measured. Uses algebraic and statistical formulas to solve problems dealing with electric circuitry and magnetism.

D. Waves and the Propagation of Energy

Knows how energy is transferred, how waves are induced, and the different kinds of waves (light, sound, longitudinal, transverse, periodic) and their properties (frequency, period, amplitude). Understands reflection, refraction, resonance, polarization. Knows how to measure energy in waves.

E. Atomic and Nuclear Physics

Knows the structure of the atom. Knows the major models of the atom and the important differences between them. Knows and understands atomic and nuclear reactions and how atomic and nuclear energy is controlled.

SOCIAL STUDIES

52. ANTHROPOLOGY

A. Nature and Scope of Anthropology

Knows the major areas of study in anthropology, how the anthropologist studies societies, and how the methods of the anthropologist can be used to learn more about ourselves. Understands concepts such as culture, physical anthropology, cultural anthropology.

B. Characteristics of Cultures

Knows how man's languages and technology evolved. Knows components of a culture and a civilization. Knows why cultures have religion(s) and how societies determine their value systems. Understands concepts such as tools, symbols, civilization, family.

C. Human Evolution and Variations

Knows various types of primates and how primates evolved. Knows the criteria and mechanism of ethnic differentiation, and the divisions and ethnic groups of man. Understands concepts such as evolution, genes, ethnic.

53. ECONOMICS

A. Business and Trade

Understands organization and operation of industry, problems in the production of goods, and various organizations that serve as regulators of industry. Knows how tariffs can influence prices, and how trade can influence production. Understands concepts such as labor union, minimum wage, import, export, balance of payments.

B. Economic Systems

Understands capitalism as an economic system, and how it functions in the United States. Knows structure and fuoctions of other economic systems. Understands concepts such as national debt, deficit spending, fiscal year, wage freeze, taxes, communism, socialism, fascism.

54. GEOGRAPHY

A. Physical Geography

Knows world climate variations, population variations, land features, and origins of various natural landmarks. Understands concepts such as desert, mountains, continent.

B. Cultural and Social Geography

Knows where and why various cultures settled and why certain areas supported greater populations than others. Understands concepts such as population, settlement.

C. Political and Economic Geography

Knows how topography, resources, and climate affect man's activities. Knows specific areas of production of various products, and locations of various natural resources. Understands concepts such as resources and impact on national policy, production, transportation.

55. GOVERNMENT

A. United States Government

Knows structure of levels of government and functions of officials. Knows rights guaranteed to citizens by the Constitution, duties and responsibilities of citizens, and major governmental issues and problems. Understands concepts such as checks and balances, federalism, separation of powers, separation of church and state.

B. Other Types of Government

Knows and understands the structure of governments other than the United States' and the functions of various officials in these governments.

C. Citizenship

Knows issues confronting governing bodies and attends meetings of local governing body; understands why laws are necessary in society, observes and obeys the law; understands methods of changing unjust laws; votes; opposes injustice.

56. HISTORY

A. Ancient History

Knows important events and persons from the beginning of recorded history to the fall of the Roman Empire and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as organized religion, alphabet, Roman law.

B. Medieval History

Knows important events and persons from the fall of the Roman Empire to the fall of Constantinople in 1453, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as feudal system, crusade, scholasticism.

C. Modern World History

Knows important events and persons from the fall of Constantinople to the present, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as cold war, colonialism, imperialism, reformation, renaissance.

D. American History

Knows important events and persons from American history and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as progressivism, federalism, sectional conflict, military-industrial complex, immigration.

E. State and Local History

Knows important events and persons from state and local history, and can place them in the correct time order. Understands reasons, causes, and effects of events and major developments of state and local history.

57. PSYCHOLOGY

A. The Nature and Scope of Psychology

Knows major fields and methods of psychological work, can name the place of psychology among the sciences (clinical psychology, animal psychology, experimental psychology).

B. Human Behavior

Knows various ways of measuring human behavior, how behavior develops, various principles of learning, and how biology influences behavior. Understands concepts such as intelligence, thinking, relation between heredity and environment, reinforcement, conditioning.

C. How Psychology Can Help People

Knows emotional problems of adolescents and types of mental illness. Knows processes involved in experimental psychology, and how experiments are used in different areas of psychology. Understands concepts such as mental health, mental illness, learning.

58. SOCIOLOGY

A. Man and His Society

Knows ways in which man becomes socialized and various ways society can affect the individual. Knows structure and function of social institutions and the role each plays in American society. Understands concepts such as educational system, family, religion, socialization.

B. Distribution and Organization of People

Knows how populations distribute themselves, what a class system is, various socio-economic groups in America, and problems associated with large populations. Understands concepts such as class, social mobility, overpopulation.

C. Social Change

Knows a variety of explanations for social change, forces operating for and against social change, and problems brought about by social change. Understands concepts such as status quo, technology, folkways, culture shock, future shock.

D. Minority Groups in America

Knows what constitutes a minority group, and the variety of minority groups in America. Knows traditional and current problems encountered by minority groups and how they have overcome and are attempting to overcome them. Understands concepts such as institutionalized racism, discrimination, civil rights, "melting pot."

59. SOCIAL STUDIES SKILLS

A. Research Skills in Social Studies

Can locate and interpret information (statistical data, charts, maps, globes, historical writings and materials). Can apply the research techniques of the social scientists, such as sociological survey of the school or the local community.

B. Critical Thinking Skills in Social Studies

Can identify central issues and underlying assumptions in the social studies. Can evaluate evidence and draw warranted conclusions concerning positions taken by social scientists on important issues and assumptions.

C. Interest in Social Studies

Reads assigned classroom material, is attentive to current events dealing with various aspects of the social studies, expresses interest in further study of the social studies.

VOCATIONAL/CAREER EDUCATION

60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS

A. Agricultural Vocations

Knowledge and skills in agricultural production, supplies, services, mechanics, processing, inspecting, and marketing. Knowledge and skills of production, processing, marketing, and servicing ornamental horticulture. Knowledge of the conservation, utilization, and servicing of agricultural resources. Knowledge and skill for the production, processing, management, marketing, and services in forestry.

B. Distributive Vocations

Knowledge and skills in the marketing, selling, and servicing of advertising, apparel and accessories, automotive materials, finance and credit, flowers, food, general merchandise, hardware, building materials, farm and garden supplies, home furnishings, hotel and lodging services, industrial materials, and supplies, insurance, personal services, petroleum, real estate, recreation and tourism, and transportation.

C. Health Occupations

Knowledge and skills in dental assisting, medical laboratory assisting, nursing, practical nursing, nursing assisting, home health aid, and medical assisting.

D. Gainful Home Economics Vocations

Knowledge and skills in the care and guidance of children; clothing management, production, and services; food management, production, and services; services for home furnishings and equipment; and institutional and home management and supporting services.

E. Office Occupations

Knowledge and skills in accounting and computing; business data processing systems; filing; office machines; general office clerical systems; information communication; office materials transporting, storing, and recording; personnel and personnel training; stenography; secretarial duties; supervision, administration, and management of offices; and typing.

F. Technical Vocations

Knowledge and skills in aeronautical technology, architecture, chemical technology, civil technology, electrical, electronic and electromechanical technologies, mechanical technology, and scientific data processing.

G. Trade and Industrial Occupations

Knowledge and skills for trades in air conditioning, appliance repair, automotive services, aviation, business machine maintenance, commerical art and photography, construction and maintenance, custodial services, diesel mechanics, drafting, electricity, electronics, fabric maintenance, graphic arts, maritime service, metal working, metallurgy, personal services, plastics, public service, quantity foods, refrigeration, small engine repair, stationary energy sources, textile production and fabrication, leatherworking, upholstering, and woodworking.

61. GENERAL VOCATIONAL APTITUDES

A. Clerical Aptitude

The ability to deal rapidly and accurately with numbers and letters. Checking, filing, and organizing without errors. Ability to deal with clerical details accurately.

B. Following Directions and Applications

The ability to learn and follow established procedures for performing vocational tasks. Ability to apply principles, processes, and techniques of the vocation and apply written directions and information. Attention to detail and quality standards.

C. Spatial Aptitude

Ability to visualize objects from drawings to their three-dimensional realities. To visualize rotations and reorientations of the objects and to foresee what the objects will look like when changes are made in them.

D. Mathematical Facility

Facility to accurately and rapidly perform arithmetic computations and solve mathematical problems.

E. Vocational Creativity

Ability to create appropriate vocational responses to unforeseen situations. Artistic creativity in the production of goods and services.

F. Managerial Aptitude

Ability to motivate people to work cooperatively and to coordinate and supervise a variety of activities. Decision-making abilities and skill in formulating plans.

G. Interpersonal Skills

Ability to communicate effectively with people. Ability to influence and persuade people to do or buy things. Sales and political abilities.

62. GENERAL VOCATIONAL ATTITUDES

A. Vocational Responsibility

Willingness to assume responsibility, to increase one's responsibilities. Willingness to take initiative on the job and to exhibit stability under stressful situations.

B. Job Adaptability

Willing adaptability to routine chores of a job and adaptability to novel situations that occur on the job. Willingness to follow instructions and directions.

C. Vocational Relationships

On-the-job sociability with co-workers and with customers/clients. Concern for others on the job. Poise and self-confidence in dealing with others on the job. Good grooming and manners.

D. Career Preparation

Knowledge of career options, requirements, outlooks, and advancement opportunities. Knowledge of where career information can be found and how careers can be matched to individuals. Knowledge of how to keep and advance in careers and how to interview for jobs successfully.

63. VOCATIONAL INTERESTS

A. Mechanical-Manual Interests

Preference for working with machinery; manipulating, controlling, servicing, and designing machines; manual work and activities.

B. Social Interests

Preference for involvement with people; leading, selling to, persuading, serving, assisting, and working with people.

C. Theoretical Interests

Preference for mental work and working with ideas; expressing, writing, investigating, appreciating, and teaching ideas.

D. Outdoor Interests

Preference for outdoor work; working at all levels in the outdoors.

E. Creative Interests

Preference for creative work; artistic, musical, or literary creativity.

F. Office Interests

Preference for office work; clerically working with numbers letters, and words in offices.

G. Domestic Interests

Preference for tasks relating to maintenance of home and family.

64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES

A. Auditory Acuity

Sensitivity to sounds; their pitch, loudness, and duration. Sensivity to sound combinations and what sounds mean or signify.

B. Visual Acuity

Accurate perception of form and color discrimination. Acute long-distance vision and close-up vision. Good depth perception and visual judgment.

C. Coordination

Rapid and accurate eye-hand, eye-foot, and eye-hand-foot coordination. Quick and appropriate physical responses to sensory signals.

D. Dexterity

Quickness and skill in using hands and fingers to work with small and complicated objects.

E. Physical Stamina and Strength

Strength to perform heavy or arduous work and the stamina to keep at it for extended periods of time.

The goals and objectives listed above comprise the system into which all the tests were to be classified and upon which they would be evaluated in terms of the *what* that they measure. The breadth and extent of each goal's description was based upon a careful review of such documents as curriculum guides, textbooks, and district plans. Some of these resources are listed in Appendix A of this book to enable the reader to better understand the nature and direction of our categorization system.

The MEAN Evaluation System

Preparatory to the test evaluations, a thorough canvass of test catalogs and test publishers was undertaken, and all tests suitable or recommended for secondary students, except clinical and projective measures, were ordered. The regular list price was paid for all materials so as to avoid any implication of bias. The final collection of instruments includes approximately 1,100 tests, including over 5,400 subtests with separately normed scores. A subtest was to be evaluated if it yielded a separate score which the publisher or the organization of the test clearly indicated could be interpreted separately. Using this rule of interpretability, a test was either evaluated as a whole and for each of the subtests, or just as a whole, or just for the subtests. Each test and subtest was then categorized by grade level according to the claims or directions of the publisher. If the publisher gave no grade-level instructions, the evaluators estimated grade levels according to common curriculum sequences and item difficulties. The tests were then subjected to the MEAN evaluation procedure in order to identify and endorse those measures most appropriate, effective, and useful in assessing the status or progress of students or their schools. Only the materials provided by the test publisher or distributor were used for evaluation purposes.

The primary concerns in the application of the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency across evaluators, specific guidelines for evaluation of each criterion and letter grade assignment were adopted.

Upon a test's or subtest's assignment to one of the educational goals it was subjected to an intensive evaluation according to the MEAN system, the evaluation method that was utilized, in slightly varied form, in three previous CSE test evaluation books.(*CSE Elementary School Test Evaluations, CSE-ECRC Preschool/Kindergarten Test Evaluations, CSE-RBS Test Evaluations: Tests for Higher-Order Cognitive, Affective, and Interpersonal Skills*). MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

Thirteen of the thirty-nine MEAN criteria deal with empirical aspects of the test, mostly validity and reliability. A rule was generated that for these criteria the samples giving rise to the empirical data must contain some students in at least one of the two grades for a given evaluation (7–8/9–10/11–12) and must not include students more than one grade level above or below these grades. For specific course-like tests, e.g., chemistry or physics, the data supporting such tests (unless otherwise specified) are assumed to have arisen from the grade level at which the course is traditionally or usually taught, even though the course may not necessarily be grade specific. Consequently, the evaluations for other grades suffer. In general, tests which do not report data for each grade level, but for a range of grades larger than one grade above or below the two grades of an evaluation will also suffer. For example, the *Kuder Preference Record, C* presents data based on grades 9–12. The data for the grades 9–10 evaluation will not receive credit because grade 12 is more than one grade above grade 10. Likewise, the data for the grades 11–12 evaluation will not receive credit because grade 9 is more than one grade below 11.

Measurement Validity

Criteria. Members of the review team were instructed in the use of the taxonomy of educational goals and each test was judged according to its capacity to assess the particular goal that seemed most appropriate to it. Judgments were made in terms of the extent to which the items assessed the whole range of behavior or content subsumed under the particular goal, as well as the number of items within the scale that were actually focused on this goal behavior.

Frequently the independent judgment of several reviewers was that a test did not measure the goal indicated in its title. In such cases, the test was assigned to the goal area which the evaluators agreed was more appropriate to it. Usually this was not too difficult a judgment to make since most tests did seem to have a recognizable focus that fit into the goal taxonomy. There were several types of tests, however, that did not fit easily into the taxonomy. If a test assessed characteristics not explicitly encompassed by any category of the taxonomy, it was assigned to the goal to which it appeared to be most relevant. If the test assessed behaviors or goals spanning several categories it was considered to be a measure of the goal that the plurality of its items appeared to assess. The underlying guideline for the assignment of a measure to a goal area was to place it where it would receive the maximum score on the Measurement Validity criterion.

In some instances where test title and assigned goal category did not appear to match, test evaluator judgments were preferred to the implications of the test titles. For example, the *McGuire Safe Driver Scale* appears to assess the emotional stability and maturity that is commonly assumed to be needed for safe driving. As such, it may very well find its place in an evaluation program within the curriculum area of driver and traffic safety. Because the items all deal with personality characteristics, however, the test was assigned into the affective area. This assignment practice should not be interpreted as a slur upon the nature or intention of the test, but simply as the result of trying to fit tests into goal categories that represent an arbitrary division of the secondary curriculum, and due to the effect of trying to fit many different tests with varying curricular and philosophical bases into one framework of goals.

Tests whose items were empirically derived, i.e., without an underlying theoretical base or rational intention, presented a different kind of goal assignment problem. The scales of the *Strong Vocational Interest Blanks for Men* illustrate how empirically derived items frequently do not appear to be related to the goal category the title suggests (any item significantly related to a vocational category is scored for that category, therefore if physicians generally like to knit, an item about liking to knit would be part of the physician scale). Where the items of a scale have been demonstrated to correlate with a given goal area, we relaxed our rule and assigned the scale to that goal. This exception was also followed in cases such as the *Strong Vocational Interest Blanks for Women* where there was no method available to the test evaluators for determining which items were used to score each of the many scales.

Point Assignment (0 to 15 points for grade)

- *a. Is information provided that indicates that there was a rigorous selection of items and that the behavior domain was carefully sampled? A statement of confirmation that such was done was considered adequate, provided references were included as sources of information on the construction of the test. Frequently encountered and acceptable evidence included statements that the most popular textbooks were surveyed and objectives were inferred from their coverages, to more specific breakdowns in the curriculum areas and the actual specification of which items were designed to assess which specific behavior. The test was credited with 2 points if procedures or objectives breakdown were provided in detail; 1 point if a statement or reference was made that items were rigorously selected, and 0 points if no information was provided on item selection.*
- *b. What percentage of the range of behaviors, achievements, or objectives in the goal category do the items assess? The total set of items of the test was compared to the range of behaviors in the goal descriptions in order to estimate what percentage of that range of behaviors or objectives were assessed by the items. Rather than computing very precise percentages of the goal coverage, rater judgments credited the test with 1 point if fifty percent or more of the goal was assessed, and 0 points if less than fifty percent of the goal was deemed to be assessed.*
- *c. A second way of considering a test's relationship to a goal category is to ask what percentage of the items belong in the goal area or assess any of the behaviors and objectives that comprise the goal. This question was particularly important for tests that have wide achievement coverage but little depth in any one goal area. If more than sixty-seven percent of the items assess behaviors in the assigned goal category the test was credited with 2 points; if between thirty-three and sixty-seven percent of the items belonged the test was credited with 1 point; and if less than thirty-three percent of the items belonged the test was credited with 0 points.*
- *d. Were any empirical procedures used for screening or selecting the items? Empirical procedures included item analyses, juries of experts, item difficulties, criterion-group analyses, or factor analyses; but these procedures had to be reported in some detail. If the procedures were reported, based upon samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if there was no report, or the report was based upon a different grade level, or upon too broad a grade-level range, or if reference only was made to empirical item selection procedures, the test received 0 points.*
- *e. Does the trait, construct, or type of behavior that the test purports to measure have a supportive base in a specified educational, psychological, or learning theory? For tests in the affective and cognitive domains, we looked for references and support in theories of learning, cognition, emotion, or therapy/counseling. In the more educational areas, we looked for some kind of "justification" that supported the existence of the instrument. An example of this latter type of justification might be some statement like "in the past decade greater attention has been directed by educators to the teaching and learning of set theory as a basis for the understanding of mathematics." If such support is provided, the test was credited with 1 point; if not, the test was credited with 0 points.*
- *f. Is there evidence that the test is not just a duplication of what is measured by other tests? The question is one of divergent validity and evidence for it generally consisted of the report of low correlations (less than ±.30) or low relationships with other tests. If such evidence is presented, based on samples including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if not, the test was credited with 0 points.*
- *g. Was factor analysis conducted to demonstrate the "purity" of the measured trait or construct? Factorial validity was considered demonstrated if, for a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, there were correlations (factor loadings) between the test score and the factors, or among the items if test items had been factor analyzed. If such data were*

available, the test was credited with 1 point; if not; the test was credited with 0 points.

h. *Has the test been employed in experiments or evaluations with samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated? If the test scores in such experiments appeared to have yielded meaningful results, the test was credited with 1 point; if not the test was credited with 0 points.*

i. *Are any concurrent validity studies (demonstrating correlation with some criterion measures obtained at the same time as the test) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria (not other scores of the same test) are related in a meaningful way to the goal behavior to which the test was assigned? If the criterion behavior was relevant and the coefficient was .70 or more, the test was credited with 2 points; if the coefficient was between .30 and .70, or the criterion behavior was not convincingly relevant, or there was reference only, the test was credited with 1 point; if no study was reported, coefficients were low, or the criterion was clearly irrelevant to the nature of the test, 0 points were credited.*

j. *Are any predictive validity studies (the criterion behavior, usually success at something, is obtained after a stated time interval) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria are related in a meaningful way to the goal behavior to which the test was assigned? If coefficients at or above .70 were reported with relevant criteria, a time interval of one month or more, and cross-validation shrinkage less than ten percent, the test was credited with 3 points. If the coefficient was at or above .70 with relevant criteria and a time interval of one month or more, but no mention of cross-validation or cross-validational shrinkage more than ten percent, the test was credited with 2 points. If only moderate coefficients (.30 to .70) were reported, or the criteria were of questionable meaningfulness, or else only references were made to such studies, the test was credited with 1 point. If no study was reported or referred to or else the study was patently irrelevant, the test was credited with 0 points.*

The Measurement Validity ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Examinee Appropriateness

Criteria. The second criterion of the MEAN evaluation system is that of appropriateness of the test materials, including content of the stimuli and mode or response, relative to the grade level of the examinees. All tests were classified by grade level prior to the review process. The first concern in this set of evaluations was with whether or not the test provided adequate and correct justification of itself to the examinee. We were most concerned that the test should not be misleading or deceptive.

Evaluation of the appropriateness of a test's level of comprehension took into consideration the test's content and instructions. Specifically, evaluation of content centered upon the difficulty of the items and also upon the relevance of interest-arousing aspects of the items. The evaluation of the test's instructions focused on clarity and comprehension.

The second major area where appropriateness is important is that of test format, both visual and auditory, and the test's timing and pacing. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. The evaluation looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items. Going beyond the whole-page format, the evaluation also considered the quality of illustrations and typography. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding. Similarly, evaluations of typography were made in terms of clarity, size, and type-face.

The psychometric problem of speed vs. power tests also found its place in the evaluation of examinee appropriateness. Published statements regarding the speededness of tests were corroborated, when possible, by consulting item difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the examinees. In almost all cases, power was preferred to speed as an attribute of tests of educational ouput.

The last aspect of appropriateness considered was the mode of response recording. Simple and direct connections between the item stem and the recording of a response were evaluated more favorably than complicated conversions from item stems to alternatives.

The various aspects of the criterion of Examinee Appropriateness could not be applied directly to assessment devices in the forms of rating scales, rating schedules, and observation schedules, where the examinee (the student being assessed) is not actively involved in responding to specific demands of the assessment device, but is merely behaving in his own manner. In the cases where the instrument demanded no active response from the examinee, the instrument was uniquely evaluated. Test justification and item comprehension were evaluated from the point of view of the student, while test instructions, format, time, and answer recording were evaluated from point of view of the rater.

Point Assignment (0 to 15 points for grade)

a. Does the test justify itself by explaining to the examinee in an honest manner its purpose, intent, or recommended use? Misuse of test scores was not considered here, as no test has any control over how educators may misuse it. If the test, usually in its instructions, specifically relays the real or suggested purpose, intent, or use to the examinees; or if the manual suggests that such a justification be given in each situation; the test was credited with 1 point. If no purpose, intent, or use is specified; if the purpose or intent is disguised or concealed; or if the examinees are led to adopt ineffective test-taking strategies; the test was credited with 0 points. This criterion was evaluated rather liberally in most cases, so that a test whose instructions began "This is a test of your ability to spell. . . ." was given credit for justification.

b. Are the test items personally inoffensive and appropriate in terms of difficulty? If all the items appear to be inoffensive and approximately correct in difficulty level the test was credited with 2 points. If most of the items appear appropriate or there were a few serious typographic errors, the test was credited with 1 point. If many of the items were judged to be inappropriate because they are ambiguous or misleading, no one alternative is demonstrably correct or incorrect (for achievement tests), they are stated in unnecessarily complex language, are personally offensive, or the items are too simple or appear intellectually insulting in simplicity, the test was credited with 0 points.

c. Are there known item difficulties for students at, but not more than one year above or below, the grade level for which the test is being evaluated? If empirically determined item difficulties are reported so that the item indexes range between .25 and .75, with a mean near .50 to .60, the test was credited with 2 points. If overall item difficulty ranges from .40 to .60, or the item difficulties range over a broad scale with a few very easy items (first ones) and few very hard items (last ones), the test was credited with 1 point. If the item difficulties, either overall or separately, are not reported or generally exhibit a bad range, the test was credited with 0 points.

d. Are the items relevant and interesting for the grade level of the examinees? This rating was made somewhat independently of the content of the test, so that inherently more interesting subject matter did not necessarily profit from this rating. One way to rephrase this rating would be to ask: Given the nature of the subject matter, have the items been developed to be as relevant and interesting as they could be, or have they been developed to be somewhat less relevant or interesting? If the items were judged relevant and interesting, the test was credited with 1 point. If they were judged irrelevant, dull, or "bummers," the test was credited with 0 points.

e. Are the test instructions appropriate and comprehensible? The instructions, either read by or to the examinees, were inspected for appropriateness of concepts, syntax, brevity, and vocabulary in order to arrive at this judgment. If the instructions exhibited appropriateness and comprehensibility on all counts, it was credited with 1 point; if not, the test was credited with 0 points.

f. Are the instructions comprehensive in their description of task aspects? The question addressed was whether the instructions clearly and precisely describe all aspects of the tasks the test requires or leave necessary issues unanswered or unaddressed. If all task issues are described clearly and precisely, the test was credit-

ed with 1 point. If the descriptions are unclear or incomplete or leave issues unanswered, the test was credited with 0 points.

g. *How can the test be administered? If the test is largely self-administering (requiring no administrator to read the instructions or pace the work) the test was credited with 1 point; if a separate administrator is required, the test was credited with 0 points.*

h. *Do the test instructions provide illustrative sample items? If the instructions include sample items that effectively clarify and accurately illustrate the task(s) involved in the test in such a way that they are truly representative of the format and difficulty of the items in the test, the test was credited with 1 point. If the sample items are not representative or not clarifying, the test was credited with 0 points.*

i. *Do the test pages (or materials) exhibit good layout from the point of view of ease of perception? Test layout was examined for effective use of perceptual organizers, such as adequate white space, regularity of item form, symmetry, clarity, continuity, and inclusiveness. If the test page layout is clear and helpful, the test was credited with 1 point. If the layout is unclear or confusing, the test was credited with 0 points.*

j. *Is the physical appearance of the test of high quality? For this rating attention was directed to the quality (bold, up-to-date) of the print and illustrations for printed tests, the quality of sound for auditory or taped tests, and quality and durability of any manipulanda for performance tests. If the quality was judged to be high. the test was credited with 1 point; if not, the test was credited with 0 points.*

k. *Is there coherence between item stems and answers? If item stems, their alternatives, and their answers appear as a unit, being in some way adjacent or "belonging to each other," the test was credited with 1 point. If the separate components of any item(s) appeared not to belong to each other, and therefore demanded great care of "untangling," the test was credited with 0 points.*

l. *Are the time and pacing of the test appropriate? Appropriateness of the time allowed for a test was dependent upon the subject matter tested, the grade level for which the test was employed, and the type of the item utilized. Pacing devices, such as writing elapsed time on a blackboard, were considered helpful. The raters looked for evidence indicating that the test is characterized more as a power test than as a speeded test. Sources of evidence included percentages of examinees finishing items and the shape of the normed score distribution. Because tests of some skills should be speeded (reading speed, typing, motor coordination), a speeded nature for such tests was not rated a liability. With the exceptions just noted, tests judged to be power tests (not speeded) were credited with 1 point; while tests judged to be speeded were credited with 0 points.*

m. *Is there a simple and direct connection between the item stem and the examinee's recording of a response? If the responding is simple, such as oral answers, fill-ins, marking directly over alternatives, writing, drawing, or non-confusing answer sheets, the test was credited with 1 point. If the test is complicated by the need to engage in more than one step to get from the item to the answer, the test was credited with 0 points.*

The Examinee Appropriateness ratings were summed for a total rating ranging from 0 to 15 points. These ratings are further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Administrative Usability

Criteria. After asking the questions "What will it measure?" and "Is it designed for my students?" the next question was concerned with how usable the test is in terms of administration, scoring, interpretation, and decision making. These aspects of utilization comprised the third evaluation criterion of the MEAN system.

For general assessment of education output, a test that can be administered to a large group is desirable. Small-group and individually administered instruments, although having their unique advantages, are not efficient for educational evaluation. It should be noted that all individually administered tests therefore suffer from this evaluative decision, and consequently their ratings indicate less usability. It cannot be stressed too strongly, however, that this limitation of usability is relevant *only* to evaluation of educational programs and systems, and *not* to in-depth individual placement, diagnosis, or prognosis.

A second variable strongly affecting a test's utility is the training necessary to administer the test properly. Since few schools have resident psychometrists, developmental psychologists, audiologists, or speech therapists, a test was deemed to have greater utility if it can be administered by the school staff, preferably the students' teacher or a paraprofessional.

The time necessary for test administration also affects its utility. Under the assumption that the average class period is about 54 minutes, tests were credited if they fit into one such time unit, but were not credited if their lengths necessitated special scheduling. In many tests subscale items are arranged in such a fashion that they are inseparable from the total test for the purpose of administration. The entire test must be administered to obtain any of the scale scores. The administration time for each scale is, therefore, the same as that required for the total test. The *High School Personality Questionnaire,* for example, requires over 55 minutes for administration of the total test, and each scale is rated on the basis that it too requires more than 55 minutes for administration.

The utility of a test is further affected by the scoring procedure it requires. Simple and objective hand or machine scoring of tests was considered optimal for utility, while difficult and subjective scoring received respectively less credit. Tests were rated as "objective and difficult" if the scoring procedure was described in the manual as objective, but the scoring materials were not provided for our inspection even though they were ordered or requested. Although the general usefulness of tests is not much altered by slight variations in scoring difficulty, tests scored on a purely subjective basis cannot be considered as reasonable candidates for educational evaluation instruments. For this reason, no purely projective measures were reviewed.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, a much more basic consideration is that the scores obtained be interpretable. Normative interpretation of scores implies some method of score standardization, and standardization must be based on data obtained under standard conditions with a broad normative sample.

The samples utilized in test norming were evaluated according to two criteria—breadth and representativeness. A broad normative sample is one that includes a wider age group than the one for which the test is constructed, so that advanced and retarded students can be normatively assessed. A representative sample is one that reflects the current demographic composition of the nation, so that students can be comparatively assessed.

After the test has been administered to its normative sample, the raw scores from that sample are mapped into some standardized conversion system, the most common of which are centiles, standard scores, stanines, grade equivalents, T scores, and mental ages. There are many other such conversion systems used by different test publishers, but these are either uncommon or statistically naive. The normative score conversions were evaluated according to three criteria: common and general understandability, clearness of conversion tables, and personnel needed to interpret the scores.

In addition to the breadth of the sample, the norm group should also be representative of the variety of subgroups that comprise the national population. While a test normed on a restricted sample may be quite adequate for purely local needs, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable quality of educational tests. To be considered good, the sample was expected to meet the criteria of recency, representation of geographic areas, ages,, racial and ethnic origin, and types of schools. It might be important to note that not many test publishers have done their normative sampling very well, and that the technical manuals abound with misleading sampling techniques.

The final pragmatic consideration of a test's utility rested on whether or not decisions, either group or individual, could be made. Tests with manuals that clearly describe both score interpretation and subsequent prescriptive decisions that might be made were evaluated as better than those with doubtful decision-making utility.

Point Assignment (0 to 15 points for grade)

a. To how large a group can the test be administered? For purposes of classroom or school evaluation it is important to economize on the time and effort in the administration of tests. If the test can be administered to groups of more than 35, according to the recommendations of the test manual, the test was credited with 2 points; if the group must number less than 35, the test was credited with 1 point; and if the test must be administered on an individual basis, the test was credited with 0 points.

b. Who should administer the test? If regular school per-

sonnel, a principal or teacher or aide, can read the instructions, establish rapport, and conduct the pacing, the test was credited with 1 point; if special personnel, like an audiologist, psychologist, or counselor, are required, the test was credited with 0 points.

c. *How long does it take to administer the test? If the test fits into a 54-minute period, including the instructions, the test was credited with 1 point; if more time is needed, the test was credited with 0 points.*

d. *How easy and objective is the scoring? In terms of time and budget limitations, it was considered desirable to have tests that could be rapidly scored within the school. If the scoring is objective and simple, utilizing a scoring guide, stencil, or template, or other straightforward process such as answer sheet or matching stencils, or if machine scoring is available, the test was credited with 2 points. If the scoring was objective but difficult, involving more than a stencil or template, such as scoring a written test, a maze-tracing test, or a line-drawing matching test, the test was credited with 1 point. If the scoring was subjective, requiring the scorer to make a non-trivial judgment, such as for creativity tests, essay examination, ratings, or projective-type tests, the test was credited with 0 points.*

e. *How broad is the test's norm range? If the upper and lower limits of the norm group are at least two years or grades beyond the levels for which the test is being evaluated (somewhat relaxed for age-based norms), the test is credited with 1 point; if the norm range is more restricted, the test is credited with 0 points.*

f. *How interpretable are the scores? The evaluation procedure looked for normed scores that were common and simple and could likely be understood and not misused by school personnel. If the normed scores were pass/fail, percentile ranks, mental ages, deviation IQ's, or grade equivalents, the test was credited with 1 point. If the normed scores were any other less common, or novel, or ambiguous conversion, or if no conversion from raw scores was provided, the test was credited with 0 points.*

g. *How simple and clear is the process of converting the raw score to the normed or interpreted score? If the score conversion procedure is simple, involving one easy-to-understand step, such as a clear chart or table, or if there is no conversion necessary, the test was credited with 2 points. If the score conversion is complicated by lack of clear or simple tables or graphs, or if it requires two steps to get from the raw to the converted scores (e.g., one must use one table to get into another table), the test was credited with 1 point. If the score conversion is complicated and lacking tables or graphs, or it requires many or complicated steps (e.g., one has to compute scores), the test was credited with 0 points.*

h. *Is the norm group representative of the national population? Six considerations comprised the evaluation of the representativeness of the groups used to norm the test: (1) Was the sample obtained through cluster, stratified, or random, rather than incidental sampling? (2) Was the norming done less than 5 years ago? (3) Was there geographic representation? (4) Was the appropriate age range represented and exhausted? (5) Was there racial/ethnic representation or were separate norms available? (6) Were population density characteristics (e.g., urban, suburban, rural, etc.) represented? If the answers to these questions, based upon convincing tabulation for the third, fourth, fifth, and sixth ones, was "yes" for five or six of them, the test was credited with 1 point. If there were fewer than five "yes" answers. the test was credited with 0 points.*

i. *Who can interpret the test scores? The rating examined whether or not regular school staff personnel could interpret the test. The answer to this question was either found in an explicit statement in the test manual, or else was implied from the common and simple conversion system for the scores. If the score can be interpreted by school staff, the test was credited with 1 point; if not, the test was credited with 0 points.*

j. *Can decisions be made? This final evaluative aspect of the Administrative Usability criterion focused upon whether or not the test provided information useful for making any individual or group decisions. If the test or manual establishes definite relationships between scores and specific decisions through use of graphs, charts, cut-off scores, or other means which enable fairly specific decisions to be made that are not dependent upon clinical judgment (e.g., "a score of 30 or more means the student will very likely succeed if channeled* *into introductory algebra"), the test was credited with 3 points. If the test indicates interpretation of scores that could or might lead to specific decisions, or merely presents interpretations or definitions rather than decisions (e.g.: the 75th centile means strong interest; a high score indicates a tendency toward neuroticism; or a low score suggests the need for further testing before remediation), the test was credited with 2 points. If the test provides vague or poorly defined guidelines for making decisions that are highly dependent upon judgment or some kind of intuition, the test was credited with 1 point. If the test provides little or no information useful for making decisions, the test was credited with 0 points.*

The Administrative Usability ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points: F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Normed Technical Excellence

Criteria. The last major criterion of the MEAN evaluation procedure was concerned with the reliability, replicability, and refinement of measurement of the tests. Three types of reliability estimates were considered in this aspect of the MEAN evaluation: (1) test-retest reliability, appropriate for assessing a measure's (and an examinee's) long-range stability; (2) internal consistency reliability, useful in determining how coherently the test items assess some dimension of behavior; and (3) alternate-form reliability, desirable when educational effects are to be evaluated with alternate forms of a test.

Since all three types of reliability estimates are more or less relevant to questions of educational achievement assessment to an equal degree, they were all included as aspects of the MEAN evaluation procedure. This tactic was necessitated by the fact that selection of any one of the estimates with omission of the remaining two would do violence to the fourth-criterion rating for many of the test instruments. Where two or more estimates of the same type of reliability coefficient are reported, the ratings are based on the highest one.

Closely related to the concept of test reliability is that of replicability of procedures to obtain the normed scores. If procedures described in test manuals are complicated, non-specific, or based upon abnormal samples, the test is clearly not replicable in its findings and therefore is less useful for the educator.

The range of coverage is also an important aspect of a test's technical excellence. The range refers to how spread out the scores are, especially at the high and low ends. A restricted range of assessment limits the test's interpretability. A test with a wide range has obvious advantages, because both advanced and retarded students can be compared with the normative sample. If ranges for two or more groups are reported, the ratings are based on the distribution exhibiting the poorest features.

Related to the score distribution properties is the refinement or graduation of the converted scores. Test scores were desired that were transformed into centiles or grade placements or other refined graduations.

Point Assignment (0 to 15 points for grade)

a. *Does the test exhibit stability? The consistency of scores over time spans of one month or more, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by test-retest reliability or by delayed alternate-form reliability is the subject of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; if .70 to .80, the test was credited with 1 point; and if below .70, the test was credited with 0 points.*

b. *Does the test exhibit internal consistency? The consistency of items or parts within a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by split-half, Kuder-Richardson, or alpha coefficients is the focus of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; of .70 to .80, the test was credited with 1 point; and if below .70 the test was credited with 0 points.*

c. *Does the test have alternate-form reliability? The correlation between alternate forms of a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, either on a delayed or immediate testing basis, is the subject of this evaluation. If the appropriate coefficient is .90 or above, the test was credited with 3 points; if .80 to .90, the test was credited* *with 2 points; if .70 to .80, the test was credited with 1 point; and if less than .70, the test was credited with 0 points.*

d. *Can the testing procedures be duplicated? A test was deemed to be more desirable if the procedures of administration, scoring, and interpretation are sufficiently standardized so that results can be duplicated or replicated from the norm group. If the test provides uniformity of procedure for administering and scoring, the gross characteristics of the standardization group are replicable, and the materials, time limits (exceptions being interest and personality inventories), oral instructions, and preliminary demonstrations are precisely delineated, the test was credited with 1 point; if not, the test was credited with 0 points.*

e. *Does the test provide an adequate range of coverage? The focus of this evaluative criterion is the adequacy of the ceiling and floor of score distribution for the grade level (or the level plus no more than one year above or below) for which the test was being evaluated. If the score distribution has both tails drawn out, with no score at the maximum or minimum, the test was credited with 3 points. If the score distribution has only one long, drawn-out tail or some truncation with no score at the floor (lowest possible score) or ceiling (highest possible score), the test was credited with 2 points. If some of the norm sample reaches the floor or ceiling, the test was credited with 1 point. If no information is provided on the score distribution (or no conclusive information can be deduced from the normed scores) or the distribution of normed scores is badly skewed or truncated, the test was credited with 0 points.*

f. *How well graduated are the scores? Generally the ratio of the total number of raw-score units to the total number of converted scores actually presented should be of such a magnitude as to enable adequate discrimination among individuals. If the scores, based upon a sample including, but not more than one year above or below, the grade level for which the test was being evaluated, are graduated into centiles, grade-equivalents, or mental ages (less graduation was accepted if the test had too few items to support such discrimination), the test was credited with 2 points. If the scores are moderately graduated into deciles, stanines, T-scores, Z-scores or other similar scores, the test was credited with 1 point. If the scores are poorly graduated into pass-fail, quartiles, or novel scales, the test was credited with 0 points.*

The Normed Technical Excellence ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Implementation of the MEAN Evaluation System

The team of test evaluators consisted of two Ph.D.'s, one in psychological measurement and one in educational research; an Ed.D. in counseling and guidance who is also a credentialed school psychologist; four Ph.D. candidates, one in evaluation, one in counseling, and two in psychology; and Ed.D. candidate in comprehensive curriculum who was a high school teacher of social studies; an M.S. in educational research who was a secondary teacher of reading; five M.A.'s in educational research and evaluation; two M.A.'s in counseling; and an M.A. in public administration. This team brought relevant competencies to most of the many varieties of tests within the purview of the evaluation program. Tests in the foreign language area were evaluated by experts in the respective languages. Consultants who served as test evaluators are Dr. Casimir A. Alminas, Dr. Delina A. Halushka, Dr. Jacqueline Kosekoff, Dr. Marc-Andre Nadeau, Dr. Carmen Sanchez Sadek, Dr. Robert Wise, Dr. Gertrud Zeisl, Mrs. Sandra Bateman, Mrs. Dorothea Gordon, Mrs. Kim Hoa Granville, Mrs. Sybil D. Hast, Ms. Hana Kunstova, and Mr. Jon Pariser. The evaluation consultant for several of the technical music scales was Mr. Gary E. Diehl.

Each test was independently rated according to the MEAN system by at least two raters, each working without access to the other's ratings. For each subscale to be evaluated, each reviewer used a standard rating form (see Figure 1). The raters independently assigned each test or subtest to one of the goal categories. The final adjudication of both test assignment to goal area as well as the ratings on each of the four evaluation criteria was carried out by a third rater.

Within any of the four evaluative categories, a letter grade,

RATER ____________________
DATE ____________________
PUBL ____________________
GOAL ____________________
TEST NAME ____________________

EVALUATION CRITERIA ____________________

RATING (Circle one number in each row)

I MEASUREMENT VALIDITY

CONTENT	1. Rigorous Item Selection	Described in detail 2	Statement made 1	No information 0	
	2. % Goal Assessed	50% or more 1	Less than 50% 0		
	3. % Items Belonging	More than 67% 2	33%–67% 1	Less than 33% 0	
	4. Empirical Item Selection	Empirical method employed 1	No empirical method employed 0		
CONSTRUCT	5. Theoretical Support	Yes 1	No 0		
	6. Divergent Validity	Yes 1	No 0		
	7. Factorial Validity	Yes 1	No 0		
	8. Experimentally Employed	Yes 1	No 0		
CONCURRENT	9. Evidence for Concurrent Validity	Studies referred to; r > .70 2	Studies referred to; r's moderate 1	No studies referred to 0	
PREDICTIVE	10. Studies Reported or Referred to	Reported, r > .70, relevant criteria, 1-month interval, & cross-validation 3	Reported, r > .70, relevant criteria, 1-month interval 2	Reported, moderate coefficient 1	No study, or study is irrelevant 0

TOTAL	
GRADE	

II EXAMINEE APPROPRIATENESS

JUSTIFICATION	11. Real Intent Given 1	Real intent is hidden or falsely reported 0		
COMPREHENSION	12. Item Appropriateness	All items appropriate 2	Most items appropriate 1	Many items inappropriate 0
	13. Item Difficulties	M = 50–60 R = 25–75 2	M = 50–60 or M = 45–65 R = R = 20–80 1	Unknown or other 0
	14. Item Relevance and Interest	Relevant and interesting 1	Irrelevant, dull 0	
INSTRUCTIONS	15. Concepts, Syntax, Brevity, and Vocabulary	Appropriate 1	Inappropriate 0	
	16. Description of Task Aspects	Clear and Precise 1	Unclear and unanswered 0	
	17. Administration	Self-Administering 1	Not self-administering 0	
	18. Illustrative Sample Items	Effective and clarifying 1	Not present or not illustrative 0	
FORMAT	19. Test Page Layout and White Space	Clear and helpful 1	Unclear or confusing 0	
	20. Illustration/Print Quality	Realistic, up-to-date,/ bold and readable 1	Not good quality 0	
	21. Item-Stem—Answer Coherence	Yes 1	No 0	
TIME & PACING	22. Power Test or Speed Test	Power test or speed is specifically called for 1	Evidence of unwanted speededness 0	
RECORDING ANSWERS	23. Responding	Simple 1	Complicated 0	

TOTAL	
GRADE	

III ADMINISTRATIVE USABILITY

ADMINISTRATION	24. Size of Testing Group	35 or more 2	Small Groups under 35 1	Individual 0	
	25. Administrator	School personnel 1	Specialist 0		
	26. Administration Time	54 minutes or less 1	55 minutes or more 0		
SCORING	27. Ease of Scoring	Objective and Simple 2	Objective and difficult 1	Subjective 0	
INTERPRETATION	28. Norm Range	Range is at least 2 years 1	Restricted range 0		
	29. Score Interpretation	Common and simple converted scores 1	Novel, ambiguous, or no converted scores 0		
	30. Score Conversion	Simple, or no conversion 2	Poor tables, or 2-step conversion 1	Complicated conversion 0	
	31. Norm Group	Representative; 5 or 6 requirements met 1	Not representative, 4 or less requirements met 0		
	32. Score Interpreter	School staff 1	Specialist 0		
DECISION	33. Can Decisions be Made	Definite Prescriptive Decisions 3	Suggestive decisions 2	Poor guidelines for decisions 1	Little or no information for decisions 0

TOTAL	
GRADE	

IV NORMED TECHNICAL EXCELLENCE

RELIABILITY	34. Test—Retest	r = .90 or more 3	r = .80 to .90 2	r = .70 to .80 1	r less than .70 0
	35. Internal Consistency	r = .90 or more 3	r = .80 to .90 2	r = .70 to .80 1	r less than .70 0
	36. Alternate Form	r = .90 or more 3	r = .80 to .90 2	r = .70 to .80 1	r less than .70 0
REPLICABILITY	37. Standardization	Yes 1	No 0		
RANGE-COVERAGE	38. Tails drawn out; floor or ceiling not reached 3	One tail drawn out; floor or ceiling not reached 2	Floor or ceiling reached 1	No information or badly skewed 0	
SCORE GRADUATION	39. Well graduated 2	Moderately graduated 1	Poorly graduated 0		

TOTAL	
GRADE	

based on the points assigned to each aspect of each criterion, was computed. The sum of the points, ranging from 0 to 15, was the determinant of the letter grades in the following manner:

> *"G".*(*Good; 12–15 points*). The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. CSE would endorse such a measure or employ it in its own assessment efforts.
>
> *"F"* (*Fair; 8–11 points*). The instrument is probably among the better tests available, but it does not completely meet the criterion. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, the Center would employ an "F" measure, but would interpret results more cautiously.
>
> *"P"* (*Poor; 0–7 points*). The instrument does not meet the criterion; it is clearly unsatisfactory in that area. Rather than employ such a measure for assessment, it would be better to seek an alternate device or attempt to develop one.

Each test then earned four letter grades by the MEAN system. The four-letter combination serves as the Center's official evaluation of the test. For example: Acme Reading Test (GFPF). It should be noted that not only are the MEAN criteria in the order of importance to the Center, but that the points possible for each aspect of any criterion reflect the importance placed on that aspect. Should the goals of the reader not coincide with those of the Center, then the MEAN evaluations should be interpreted with different emphasis.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators and psychometrists (about 1,100 scales and 5,400 subscales) were evaluated and adjudicated. The evaluations appear in the bodies of the books in this series.

The MEAN Test Evaluations

In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. Tests can be located by goal or by test name; they can be compared upon any or all of the standard evaluative criteria. The columns on all of the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied in each table merely for reference.

Consistent with the strong commitment of the Center to objectives-referenced measurement, each of the three evaluative books (one book each for grades 7–8, 9–10, and 11–12) is organized according to the hierarchy of educational goals outlined in the taxonomy above. To aid the reader, both goal and test name indexes are supplied at the end of this book. All test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance (although such names are referenced in the Index of Tests). Parenthesized letters are publisher abbreviations; Appendix B lists all the pertinent publishers with their most recent addresses.

In conclusion, while the evaluations in this book present a rather bleak picture of the state of present-day evaluative instruments, the test evaluation staff of the Center willingly shoulders the responsibility for omissions, misinterpretations, and errors that may contribute to the bleakness.

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ARTS AND CRAFTS																																								
1. KNOWLEDGE OF ARTS AND CRAFTS																																								
1A. Nature and Scope of Art																																								
1B. Art Materials and Techniques																																								
1C. Art Composition and Style																																								
ART VOCABULARY (M)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
1D. Works of Art																																								
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Aesthetic) (NFER)	0	0	1	0	1	0	0	0	0	0	0	2	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
1E. Analysis of Art and Craft Products																																								
2. PRODUCTION OF ART AND CRAFT WORKS																																								
2A. Mechanical and Hard Skills in Art																																								
DETROIT TESTS OF LEARNING APTITUDE Memory for Designs (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
FIVE TASK TEST Quality Score (WPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
2B. Compositional and Style Skills in Art																																								
D.A.P. BLANK (HS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
KNAUBER ART ABILITY TEST (IPR)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
2C. Subject Matter Skills in Art																																								
3. RESPONSE TO ARTS AND CRAFTS																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
3A. Personal Response to Arts and Crafts																																								
BARRON-WELSH ART SCALE (CPP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
DF OPINION SURVEY Aesthetic Appreciation (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DIFFERENTIAL VALUE PROFILE Aesthetic (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
LIFE ADJUSTMENT INVENTORY Development of Appreciation for and Creativity in the Arts (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Conformance (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Don't Like Score (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Figure-Ground Reversal (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Male-Female Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Movement (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Neuropsychiatric Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Repeat Score (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Revised Art Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Combined (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Female (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Male (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Mixed (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Neutral (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
3B. Judgmental Response to Art																																									
MEIER ART TESTS Aesthetic Perception	(BERS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEIER ART TESTS Art Judgment	(BERS)	2	0	2	1	1	1	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
DRIVER AND TRAFFIC SAFETY																																									
4. FUNDAMENTALS OF SAFE DRIVING																																									
SPORTSMANLIKE DRIVING TESTS Final Test	(MHB)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
4A. Driver Responsibilities																																									
DRIVER ATTITUDE SURVEY Deviance	(SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
HOW TO DRIVE TEST Form C	(AAA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Action: The Two-Wheeled Vehicle	(MHB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Advanced Driving	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Engineering for the Future, Financing Highways, the Professional Driver	(MHB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Fit to Drive, Vision and Hearing	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
4B. Motor Vehicle Laws and Rules of the Road																																									
OCCUPATIONAL EXAMINATION Motor Vehicle Operator	(NLC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PRACTICAL QUIZ ON CALIFORNIA VEHICLE CODE	(AAA)	2	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SPORTSMANLIKE DRIVING TESTS Man's Law	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS On the Open Road, In City Traffic, On the Freeway	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
	Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
4C. Basic Driving Skills																																									
HOW TO DRIVE Test I	(AAA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
HOW TO DRIVE Test II	(AAA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
HOW TO DRIVE Test III	(AAA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
HOW TO DRIVE TEST Form A	(AAA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
HOW TO DRIVE TEST Form B	(AAA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
ROAD TEST CHECK LIST	(AAA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	2	0	1	2	0	0	0	0	0	0	P G P P
SPORTSMANLIKE DRIVING TESTS Action: Automatic and Gearshift	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS From the Driver's Seat	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Laws of Nature and the Motor Vehicle, Stopping the Vehicle	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Maneuvering Your Car	(MHB)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SPORTSMANLIKE DRIVING TESTS Under Adverse Conditions	(MHB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
4D. Auto Accident Prevention																																									
4E. Procedure in the Event of Auto Accident																																									
5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE																																									
HOW TO DRIVE TEST Form D	(AAA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
5A. Motor Vehicle Maintenance and Repair																																									
SPORTSMANLIKE DRIVING TESTS How the Automobile Runs, Maintenance	(MHB)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
5B. *Economics of Motor Vehicle Purchase*																																								
SPORTSMANLIKE DRIVING TESTS Buying and Insuring the Car (MHB)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
ENGLISH LANGUAGE ARTS																																								
6. *DEVELOPMENTAL READING*																																								
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Composite (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Composite (SRA)	2	1	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	1	0	1	2	3	3	0	1	3	2	P F F G
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total (AGS)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES, RED LEVEL Composite (SRA)	2	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	1	2	P F F P
6A. *Reading Comprehension Skills*																																								
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Reading Comprehension (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Reading Rate (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Total (BMC)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Paragraph Meaning (BMC)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Reading Average (BMC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	0	0	1	0	0	0	0	1	0	0	P F F P
ANPA FOUNDATION NEWSPAPER TEST Form J-1 (ETS)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
ANPA FOUNDATION NEWSPAPER TEST Form S-1 (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRANDYWINE ACHIEVEMENT TEST IN GEOGRAPHY FOR SECONDARY SCHOOLS (BAT)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Comprehension Part I (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Comprehension Part II (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Comprehension Total (HS)	0	0	2	0	0	0	0	0	0	1	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Gross - (Number Correct) Part I (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Gross - (Number Correct) Part II (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Gross - (Number Correct) Total (HS)	0	0	2	0	0	0	0	0	0	1	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Speed Part I (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Speed Part II (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Speed Total (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - ADVANCED Comprehension (STS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Rate and Accuracy (STS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Total Survey (STS)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - SENIOR Comprehension (STS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - SENIOR Rate and Accuracy (STS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
BURNETT READING SERIES SURVEY TEST - SENIOR Total Survey (STS)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Comprehension (CTB)	2	1	1	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Reading Comprehension (CTB)	2	0	1	0	1	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	3	2	P G G F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Feading Total (CTB)	2	0	1	0	1	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	3	1	3	2	F G G G
CALIFORNIA PHONICS SURVEY Configuration (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Consonant-Vowel Reversals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Consonants: Confusion with Blends and Digraphs (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Endings (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Long-Short Vowel Confusion (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Negatives and Opposites; Sight Words (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Other Vowel Confusion (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Rigidity (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Total (CTB)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CANADIAN ENGLISH ACHIEVEMENT TEST Reading Comprehension (GCT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CARVER DARBY CHUNKED READING TEST Accuracy (AIR)	1	0	2	0	1	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CARVER DARBY CHUNKED READING TEST Rate (AIR)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Reading (STS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Comprehension (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	3	2	1	3	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	3	2	1	3	2	F G G G
COOPERATIVE ENGLISH TESTS - READING COMPREHENSION Level of Comprehension (ETS)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	1	1	3	2	P G F P
COOPERATIVE ENGLISH TESTS - READING COMPREHENSION Speed of Comprehension (ETS)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	2	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COOPERATIVE ENGLISH TESTS Total English (ETS)	1	1	0	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	1	0	1	1	0	0	2	1	3	2	P G F F
COOPERATIVE ENGLISH TESTS - READING COMPREHENSION Total Reading Comprehension (ETS)	1	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	3	1	3	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Interpretation (GTA)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Total (GTA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Comprehension (GTA)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Total (GTA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Interpretation (GTA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DAVIS READING TEST, SERIES 2 Level of Comprehension (PC)	2	1	2	0	1	0	0	0	2	1	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	1	2	F F G P
DAVIS READING TEST, SERIES 2 Speed of Comprehension (PC)	2	1	2	0	1	0	0	0	2	1	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	3	1	1	2	F F G P
[IAGNOSTIC READING TESTS Paragraph Meaning (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Speed (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Total Score (BMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION II, COMPREHENSION, SILENT AND AUDITORY Method of Administration 1 (CDRT)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION II, COMPREHENSION, SILENT AND AUDITORY Method of Administration 2 (CDRT)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Rate of Reading - Speeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P G F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Rate of Reading - Unspeeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P G F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Story Comprehension - Speeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Story Comprehension - Unspeeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Story Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P F G P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Words Per Minute (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	1	P F G P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Differential Paragraphs (HBJ)	2	0	1	1	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Reading Test Paragraph Reading (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Basic Skills (STS)	1	1	1	0	0	0	0	0	0	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Reading (STS)	1	1	2	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Basic Skills (STS)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	3	0	3	1	3	2	P F F G
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Reading (STS)	0	1	2	0	0	0	0	0	2	1	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	1	3	1	1	3	2	P F F F
FLANAGAN APTITUDE CLASSIFICATION TESTS Judgment and Comprehension (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	P F F P
FRACTURED ENGLISH DRILL (ES)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
FUNDAMENTALS EVALUATION TEST Reading: Comprehension (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	1	1	3	1	P F F P
GATES-MacGINITIE READING TESTS: SURVEY E Comprehension (BMC)	1	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	1	2	P G F P
GATES-MacGINITIE READING TESTS: SURVEY E Speed and Accuracy (BMC)	1	1	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	1	1	3	2	P G F P
GATES-MacGINITIE READING TESTS: SURVEY F Comprehension (BMC)	1	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	P G F G
GATES-MacGINITIE READING TESTS: SURVEY F Speed and Accuracy (BMC)	1	1	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	1	1	3	2	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Reading Comprehension (SV)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P F F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Paragraph Reading (GCT)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Diagnostic Paragraph Comprehension (GCT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Paragraph Understanding (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Speed (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INFORMAL READING INVENTORY Average Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INFORMAL READING INVENTORY Oral Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INFORMAL READING INVENTORY Oral Re-Reading (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INFORMAL READING INVENTORY Silent Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INFORMAL READING INVENTORY Words Per Minute - Oral (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INFORMAL READING INVENTORY Words Per Minute - Silent (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
INTERMEDIATE BATTERY Reading Comprehension (NIPR)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Paragraph Meaning (SFC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Sentence Meaning (SFC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Total (SFC)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	0	3	2	P F F P
IOWA SILENT READING TESTS, LEVEL 1 R-E Index (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
IOWA SILENT READING TESTS, LEVEL 1 Reading Comprehension (HBJ)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P F F F
IOWA SILENT READING TESTS, LEVEL 1 Reading Efficiency (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	1	2	P F F P
IOWA SILENT READING TESTS, LEVEL 2 Reading Comprehension (HBJ)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	2	2	P F F F
IOWA SILENT READING TESTS, LEVEL 2 Reading Efficiency (HBJ)	1	0	2	0	1	0	0	0	1	0	0	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	2	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA SILENT READING TESTS, LEVEL 2 Reading Power (HBJ)	1	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	3	1	3	2	F F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Reading Comprehension (HMC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Reading Comprehension (SRA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	2	P F F P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Reading Total (SRA)	2	1	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	1	0	1	2	2	3	0	1	3	2	P F F F
MAINTAINING READING EFFICIENCY History of Brazil Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Brazil Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Brazil Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of India Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of India Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of India Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Japan Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Japan Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Japan Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Switzerland Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Switzerland Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MAINTAINING READING EFFICIENCY History of Switzerland Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
McCALL-CRABBS STANDARD TEST LESSONS IN READING, BOOK E (TCP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	1	0	0	P G F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Reading (HBJ)	2	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Comprehension of Literature (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MULTIPLE APTITUDE TESTS Verbal Comprehension Paragraph Meaning (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P G G F
NATIONAL ACHIEVEMENT TESTS Reading Comprehension Test - Form B (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	0	0	0	0	1	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Natural Sciences Reading (SRA)	0	1	2	0	0	0	0	0	1	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	1	2	1	1	2	2	P F F F
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Social Studies Reading (SRA)	0	1	2	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	1	2	1	1	2	2	P F F F
NELSON READING TEST Paragraph Comprehension (HMC)	0	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P F F F
NELSON-DENNY READING TEST Comprehension (HMC)	1	1	2	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
NELSON-DENNY READING TEST Reading Rate (HMC)	0	0	2	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
NORMAL BATTERY Comprehension (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	P F F P
OCCUPATIONAL EXAMINATION Reading Comprehension (General Level) (NLC)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Reading Comprehension (Lower Level) (NLC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Reading Comprehension (Senior Level) (NLC)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	2	2	P F F P
PROGRESSIVE ACHIEVEMENT TESTS, PART B Reading Comprehension (NZCER)	1	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	2	1	1	2	F G F F
READER'S INVENTORY (CVE)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
TEST NAME	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
READING COMPREHENSION TEST (ODE)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	3	1	P F P P
READING COMPREHENSION TEST DE (NFER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 1a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 1b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 2a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 2b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 3a. Rate of Skimming (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 3b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 4a. Rate of Scanning (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 4b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Completing a Poem (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Perceiving Character Traits (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Recognizing Puns (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Recognizing the Appropriate Word (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Completing a Poem (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Perceiving Character Traits (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Recognizing Puns (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Recognizing the Appropriate Word (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Growth Test 9 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Growth Test 10 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Pretest 9 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Pretest 10 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	[illegible]	2	0	1	1	0	0	0	0	0	0	P G F P
SCHONELL READING TESTS Silent Reading Test A (OB)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHONELL READING TESTS Silent Reading Test B (OB)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Comprehension-Efficiency (BMC)	0	1	2	0	1	0	0	0	0	0	0	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	2	0	3	1	P F F P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Gross Comprehension (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	2	0	3	1	P F P P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Reading Rate (BMC)	0	0	2	0	1	0	0	0	0	0	0	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	2	0	1	1	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Reading (ETS)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	3	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Reading (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Comprehension (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	1	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Composite (SRA)	0	1	0	0	0	0	0	0	2	2	1	2	1	1	1	1	0	1	0	1	1	0	1	2	1	0	2	0	1	1	0	1	0	0	3	0	1	0	0	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Reading-Language Arts (SRA)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	0	0	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Social Studies (SRA)	0	1	2	0	0	0	0	0	2	1	1	2	1	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	0	0	P F F P
SRA READING INDEX Paragraph Comprehension (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA READING INDEX Phrase Comprehension (SRA)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA READING INDEX Sentence Comprehension (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA READING INDEX Word Decoding (SRA)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA READING RECORD Comprehension (SRA)	1	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
SRA READING RECORD Everyday Reading Skills (SRA)	1	0	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
SRA READING RECORD Reading Rate (SRA)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P F G P
SRA READING RECORD Total (SRA)	1	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	3	2	F F F F
STANDARDIZED SILENT READING TEST III Comprehension (BMC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
STANDARDIZED SILENT READING TEST III Rate (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Reading Comprehension (HBJ)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Total Reading (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Reading (HBJ)	2	1	2	1	1	0	1	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F G F F
STANFORD TEST OF ACADEMIC SKILLS - LEVEL 1 Reading (HBJ)	2	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	2	2	F G F F
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Paragraph Test - Comprehension (BYUP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
TEST OF GENERAL ABILITY, LEVEL 4 Verbal (GTA)	1	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	1	1	P F F P
TEST OF GENERAL ABILITY, LEVEL 5 Verbal (GTA)	1	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Level of Comprehension (GTA)	0	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 5 Level of Comprehension (GTA)	0	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	-Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS OF ACADEMIC PROGRESS, FORM S Composite (HMC)	2	1	0	0	1	0	0	0	2	2	1	2	1	1	1	1	0	0	1	1	1	1	0	2	1	0	2	0	1	1	1	1	1	1	0	0	1	3	2	F F F P
TESTS OF ACADEMIC PROGRESS, FORM S Reading (HMC)	2	1	2	0	1	0	0	0	2	2	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
TRAXLER HIGH SCHOOL READING TEST Main-Ideas in Paragraphs (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	2	2	P F F P
TRAXLER HIGH SCHOOL READING TEST Reading Rate (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
TRAXLER HIGH SCHOOL READING TEST Story Comprehension (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	0	2	2	P F F P
TRAXLER HIGH SCHOOL READING TEST Total Comprehension (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
TRAXLER HIGH SCHOOL READING TEST Total Score (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
TRAXLER SILENT READING TEST Paragraph Comprehension (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	1	2	P G F P
TRAXLER SILENT READING TEST Reading Rate (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	2	1	3	2	P G G F
TRAXLER SILENT READING TEST Story Comprehension (BMC)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	P F G P
WILLIAM'S READING TEST (BMC)	0	1	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
6B. Research and Study Skills																																								
BENNETT USE OF LIBRARY TEST (BEM)	1	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	1	1	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P P G P
CALIFORNIA STUDY METHODS SURVEY Mechanics of Study (CTB)	0	0	1	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	2	0	0	1	0	1	P G G P
CALIFORNIA STUDY METHODS SURVEY Planning and System (CTB)	0	0	1	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	1	0	0	1	0	1	P G G P
CALIFORNIA STUDY METHODS SURVEY Total (CTB)	0	0	1	0	1	0	1	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	2	0	0	1	0	1	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills Using Reference Materials (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	0	1	0	1	1	2	F G G P
EFFECTIVE STUDY TEST Examination Behavior (ESM)	1	0	2	0	1	1	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EFFECTIVE STUDY TEST Reading Behavior	(ESM)	1	0	2	0	1	1	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
EFFECTIVE STUDY TEST Reality Orientation	(ESM)	1	1	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	1	1	P G F P
EFFECTIVE STUDY TEST Study Organization	(ESM)	1	0	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
EFFECTIVE STUDY TEST Total Study Effectiveness	(ESM)	1	1	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	F G F P
EFFECTIVE STUDY TEST Writing Behavior	(ESM)	1	0	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
IOWA SILENT READING TESTS, LEVEL 1 Directed Reading	(HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	1	1	P F F F
IOWA SILENT READING TESTS, LEVEL 2 Test 3: Directed Reading	(HBJ)	1	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Knowledge and Use of Reference Materials	(HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Use of Sources	(SRA)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	1	2	0	1	2	2	P F F F
LIBRARY SKILLS	(SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIBRARY TEST Library Sources and Skills Test	(PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIBRARY TEST Library Sources and Uses of Information	(PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIBRARY TEST Library Survey Test	(PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Library	(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Use of Sources	(SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
STUDY ATTITUDES AND METHODS SURVEY Study Methods	(EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY HABITS CHECKLIST	(SRA)	1	1	2	0	1	0	0	0	0	[illegible]	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	3	0	P G G P
STUDY SKILLS COUNSELING EVALUATION	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	[illegible]	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STUDY SKILLS SURVEYS Study Organization Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	1	1	P G F P
STUDY SKILLS SURVEYS Study Techniques Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	1	1	P G F P
STUDY SKILLS SURVEYS Total (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	3	1	P G F P
SURVEY OF STUDY HABITS AND ATTITUDES Study Habits (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Work Methods (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
6C. Vocabulary Development and Spelling																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Spelling (BMC)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	2	P F F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Spelling (BML)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Spelling (CTB)	2	0	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1		1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	1	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Language Spelling (CTB)	2	0	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	3	2	P G G F
CLERICAL SKILLS SERIES Spelling (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
CLERICAL SKILLS SERIES Spelling - Vocabulary (MB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
CLERICAL TESTS Spelling (STA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Spelling (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	1	2	1	1	1	2	F G G F
CORRECT SPELLING (SPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	2	1	P G F P
DETROIT GENERAL APTITUDES EXAMINATION Spelling (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Syllabication (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC SPELLING TEST (ERB)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	1	1	1	0	2	0	1	1	0	3	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIFFERENTIAL APTITUDE TESTS Language Usage Part I: Spelling (PC)	1	0	2	0	1	1	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
ENGLISH MINIMUM ESSENTIALS TEST Spelling (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Spelling (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Spelling (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	P F F P
GENERAL CLERICAL TEST Verbal (PC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Plurals and Possessives (Junior High) (PFC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Plurals and Possessives (Senior High) (PFC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Word Usage (Senior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Spelling (SV)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
GROUP ACHIEVEMENT TEST - REVISED EDITION Spelling (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	1	1	P F F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Spelling (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Word Discrimination (CHN)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Spelling Test (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INFORMAL SPELLING INVENTORY (RCTU)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
INTERMEDIATE BATTERY Spelling (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Dictionary Skills (SFC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	1	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Word Analysis (SFC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Spelling (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P F G P

SECONDARY GOAL

TEST NAME

		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
	Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Language Arts Spelling	(SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	2	2	P F F F
JASTAK TEST Spelling	(RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
LINCOLN DIAGNOSTIC SPELLING TEST - ADVANCED	(BMC)	2	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	3	0	0	3	2	P F F F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Spelling	(HBJ)	2	0	2	1	1	0	0	0	1	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	2	2	P F G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Spelling	(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Spelling	(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS Spelling (7-9)	(PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS Spelling (10-12)	(PA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS Business Fundamentals and General Information Test	(NBEA)	0	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
NORMAL BATTERY Spelling	(NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
OCCUPATIONAL EXAMINATION Spelling (General Level)	(NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Spelling (Lower Level)	(NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Spelling (Senior Level)	(NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling	(AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	3	2	P F F P
PURDUE CLERICAL ADAPTABILITY TEST Spelling	(PRF)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PURDUE HIGH SCHOOL ENGLISH TEST Spelling	(HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SCHONELL READING TESTS Graded Word Spelling Test A	(OB)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Mechanics of Writing Spelling	(ETS)	2	0	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	2	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mechanics of Writing Spelling (ETS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	P G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mechanics of Writing Total (ETS)	2	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
SHORTHAND APTITUDE TEST (ACER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SPELLING REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Language Arts Spelling (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
STANFORD ACHIEVEMENT TEST: ADVANCED (1973 EDITION) Spelling (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Spelling (HBJ)	1	0	2	1	1	0	1	0	1	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	P G F F
SURVEY OF LANGUAGE ACHIEVEMENT: ADVANCED Spelling (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
SURVEY OF LANGUAGE ACHIEVEMENT: JUNIOR HIGH LEVEL Spelling (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
TRAXLER HIGH SCHOOL SPELLING TEST, FORM 3 (BMC)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
TURSE CLERICAL APTITUDES TEST Verbal Skills (HBJ)	0	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	1	0	1	2	1	P F F P
TURSE SHORTHAND APTITUDE TEST Phonetic Association (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE SHORTHAND APTITUDE TEST Spelling (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TURSE SHORTHAND APTITUDE TEST Total (HBJ)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Spelling (GAD)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	1	0	1	1	0	3	3	0	0	0	P F F P
7. SPEECH, DRAMA, AND ORAL PRESENTATION																																								
7A. Organization of Ideas for Oral Presentation																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
7B. Types of Speeches and Drama																																								
LIFE ADJUSTMENT INVENTORY Communication and Listening Skills (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
7C. Mechanics of Oral Presentation																																								
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Oral - Paragraphs (CDRT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Oral - Word Lists (CDRT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Sounds (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Total (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	3	2	P F F P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test (HMC)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Test (HMC)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading (TCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-in-Sentences (AGS)	2	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P P P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-in-Words (AGS)	2	0	2	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	2	P F F P
GOLDMAN-FRISTOE TEST OF ARTICULATION Syllable Stimulability (AGS)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	2	P F F P
GRAY ORAL READING TEST (BMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	2	0	1	1	0	0	0	0	0	0	P G F P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Word Recognition Test (MPC)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	1	2	P F F P
SCHONELL READING TESTS Graded Word Reading Test (OB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SLOSSON ORAL READING TEST (SEP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	2	0	1	0	0	0	0	0	0	0	P G P P
SPEECH AND ORAL ENGLISH TEST (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
SPEECH DEFECT QUESTIONNAIRE (EC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Paragraph Test - Word Recognition (BYUP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Word Recognition Test (BYUP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Reading (GAD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	3	2	0	0	0	P F P P
7D. Listening Habits																																								
BROWN-CARLSEN LISTENING COMPREHENSION TEST (HBJ)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	0	3	2	P G F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Listening Test Paragraph Listening (HBJ)	2	0	2	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Discrimination and Orientation (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION Part VII (NZCER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	1	0	3	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS, LISTENING COMPREHENSION Part VIII (NZCER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	1	0	3	1	P G F P
8. GRAMMAR																																								
ACADEMIC PROMISE TESTS Language Usage (PC)	1	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F G F P
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS English IX (BMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	0	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	3	2	P F P P
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS English X (BMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	3	2	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Language (BMC)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	2	P F F P
BARRETT-RYAN ENGLISH TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	3	1	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Usage and Structure (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Total Battery (CTB)	2	0	2	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Language Total (CTB)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	0	2	1	0	2	1	1	2	1	1	1	0	3	2	1	3	2	F F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Language Usage and Structure (CTB)	2	1	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	3	2	P [illegible] G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Total Battery (CTB)	2	1	0	0	1	0	0	0	2	0	1	1	1	1	1	1	0	0	1	1	0	1	0	2	1	0	2	1	1	2	1	1	1	0	3	3	1	3	2	P F G G
CANADIAN ENGLISH ACHIEVEMENT TEST Mechanics of Expression (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Language Ability Test (HMC)	2	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P F F F
ENGLISH MINIMUM ESSENTIALS TEST Sentence and Its Parts (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Total Score (BMC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Total (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Final Examination (Junior High) (PFC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Final Examination (Senior High) (PFC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Language (HBJ)	2	0	1	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P F G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	[illegible]	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
8A. Parts of Speech																																								
ACHIEVEMENT TEST Parts of Speech (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TEST Parts of Speech (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Grammatical Correctness (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ENGLISH MINIMUM ESSENTIALS TEST Inflection and Accent (BMC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P-F F P
ESSENTIALS OF ENGLISH TESTS Word Usage (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM A English Inflection (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM B Formation of Parts of Speech in English (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
GRAMMAR AND USAGE TEST SERIES Parts of Speech (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Parts of Speech (Senior High) (PFC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Pronoun Usage (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Pronoun Usage (Senior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
GRAMMAR AND USAGE TEST SERIES Verbals (Senior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Parts of Speech (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Grammatical Forms and Usage (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
TEST Adjectives and Adverbs (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Nouns (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Prepositions, Conjunctions, and Interjections (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Pronouns (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Verbs (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
WALTON-SANDERS ENGLISH TEST (BEM)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P F F F

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
		Item Selection	% Goal Assessed	% Items Belonging	Emirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
8B. Grammar of Sentences																																									
ACHIEVEMENT TEST Capitalization and Punctuation	(SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ACHIEVEMENT TEST Parts of the Sentence	(SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ACHIEVEMENT TEST OF ENGLISH USAGE	(PI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Capitalization	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Grammatical Terminology	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Grammatical Usage	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Punctuation	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Sentence Organization	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Sentence Structure	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Total	(BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Mechanics	(CTB)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	0	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	3	2	P G G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Total	(CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Language Mechanics	(CTB)	2	0	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	0	3	2	1	3	2	P G G F
CANADIAN ACHIEVEMENT TEST IN ENGLISH	(GCT)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CLERICAL SKILLS SERIES Grammar and Punctuation	(MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
CLERICAL TESTS Grammar	(STA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Language	(STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Expression (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	1	1	2	1	2	1	1	2	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Mechanics (CTB)	2	0	2	1	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	1	1	2	0	2	0	1	1	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	1	1	2	2	3	2	1	3	2	F F G G
COOPERATIVE ENGLISH TESTS English Expression (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	2	P G F P
DAILEY VOCATIONAL TESTS: BUSINESS ENGLISH TEST (HMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	1	P F G F
DIAGNOSTIC TEST Capitalization and Punctuation (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TEST Parts of the Sentence (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Capitalization (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Grammar (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Punctuation (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Language Usage Part II: Grammar (PC)	0	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL English (STS)	1	0	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL English (STS)	0	0	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	2	3	2	1	3	2	P F F G
ENGLISH MINIMUM ESSENTIALS TEST Punctualization and Capitalization (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Grammatical Usage (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ESSENTIALS OF ENGLISH TESTS Punctuation and Capitalization (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Expression (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	P G F P
FUNCTIONAL GRAMMAR TEST (PA)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT			CONSTRUCT								COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GRAMMAR AND SENTENCE CONSTRUCTION, FINAL EXAMINATION (SCP)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	1	0	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GRAMMAR AND USAGE TEST SERIES Punctuation (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Punctuation (Senior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Word Usage (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Language (SV)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	1	0	1	3	1	P F F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Language Usage (GCT)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION English Grammar (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INDIVIDUALIZED ENGLISH, SET H Diagnostic Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P G G P
INDIVIDUALIZED ENGLISH, SET H Mastery Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
INDIVIDUALIZED ENGLISH, SET J Diagnostic Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P G G P
INDIVIDUALIZED ENGLISH, SET J Mastery Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Capitalization (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Punctuation (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Usage (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Punctuation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Sentence Structure (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SHCOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Sentences (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Usage (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Capitalization and Punctuation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MULTIPLE APTITUDE TESTS Perceptual Speed Language Usage (CTB)	0	0	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	P G G F
NATIONAL ACHIEVEMENT TESTS English Test (7-12) (PA)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in the Language Arts (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	1	P F F P
OFFICE SKILLS ACHIEVEMENT TEST Business Letter (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
OFFICE SKILLS ACHIEVEMENT TEST Grammar (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
PURDUE HIGH SCHOOL ENGLISH TEST Grammar (HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PURDUE HIGH SCHOOL ENGLISH TEST Punctuation (HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PURDUE HIGH SCHOOL ENGLISH TEST Total (HMC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SCHONELL DIAGNOSTIC ENGLISH TESTS Capital Letters and Punctuation (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Mechanics of Writing Capitalization and Punctuation (ETS)	2	0	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	2	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Mechanics of Writing Total (ETS)	2	0	1	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	3	3	1	3	2	P G F G
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mechanics of Writing Capitalization and Punctuation (ETS)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	P G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Language Arts Grammatical Usage (SRA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Language Arts Total (SRA)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Language (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY English (HBJ)	2	1	1	1	1	0	1	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F	G	F	F
STANFORD TEST OF ACADEMIC SKILLS - LEVEL 1 English (HBJ)	2	0	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	1	2	P	F	F	P
SURVEY OF LANGUAGE ACHIEVEMENT: ADVANCED English (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P	G	F	P
SURVEY OF LANGUAGE ACHIEVEMENT: JUNIOR HIGH LEVEL English (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P	F	F	P
SURVEY TEST OF ENGLISH USAGE (PI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
TEST Correct Usage (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
TEST OF ENGLISH USAGE Accurate Use of Words (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	3	0	1	3	1	P	F	F	F
TEST OF ENGLISH USAGE Mechanics of Writing (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	1	0	1	3	1	P	F	F	P
TEST OF ENGLISH USAGE Total (CTB)	0	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	0	1	0	1	1	2	1	0	1	0	1	2	0	1	1	0	3	0	1	3	1	P	F	F	F
TESTS OF ACADEMIC PROGRESS, FORM S Composition (HMC)	2	1	1	0	1	0	0	0	2	2	1	2	1	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	1	1	1	1	1	0	3	0	1	3	2	F	G	F	F
WILLING SCALE FOR MEASURING WRITTEN COMPOSITION Form Value (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P	F	P	P
9. *WRITING SKILLS*																																											
CANADIAN ENGLISH ACHIEVEMENT TEST Effectiveness of Expression (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P	F	F	P
9A. *Organization of Ideas for Writing*																																											
9B. *Sentence and Paragraph Development*																																											
ACHIEVEMENT TEST Joining Parts of the Sentence (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P	G	P	P
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Composition Test (HMC)	2	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P	G	F	F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Expression (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC TEST Joining Parts of the Sentence (SCP)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Sentence Structure (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
ENGLISH MINIMUM ESSENTIALS TEST Sentence Sense (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	0	0	P G F P
ESSENTIALS OF ENGLISH TESTS Sentence Structure (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Composition (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS English Usage (SRA)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	3	2	1	1	2	P F F F
SCHONELL DIAGNOSTIC ENGLISH TESTS Sentence Structure (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 English Expression (ETS)	2	0	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	3	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 English Expression (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
TEST OF ENGLISH USAGE Building Sentences and Paragraphs (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
9C. *Style*																																								
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Language Arts Total (SRA)	2	0	0	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	2	3	0	1	3	2	P F F F
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Language Arts Usage (SRA)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	0	1	3	2	P G F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Effectiveness in Writing (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
PURDUE HIGH SCHOOL ENGLISH TEST Effective Expression (HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TEST Variety in Sentence Arrangement (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
9D. *Mechanics of Writing*																																								
DETROIT GENERAL APTITUDES EXAMINATION Handwriting (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Copying Text (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	1	0	1	P F F P
9E. Formal Writing.																																								
SCHONELL DIAGNOSTIC ENGLISH TESTS Composition (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
9F. Personal Writing																																								
9G. Creative Writing																																								
SIMILIES (RPP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	2	0	0	3	1	P G P P
WILLING SCALE FOR MEASURING WRITTEN COMPOSITION Story Value (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
10. FORMS OF LITERATURE																																								
10A. Knowledge and Understanding of Literature																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Literature XI (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Literature XII (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Literature Information (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
POETRY TEST: JUNIOR HIGH SCHOOL (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
POETRY TEST: SENIOR HIGH SCHOOL (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
10B. Sources of Literature																																								
A MIDSUMMER NIGHT'S DREAM (SCP)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
A TALE OF TWO CITIES (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Civil War and the Westward Movement (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AMERICAN LITERATURE ANTHOLOGY TEST Colonial Times and Making of a Nation (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Final Test (PFC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Flowering of the East (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Genius of New England (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Growth of Realism (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERATURE ANTHOLOGY TEST Modern American Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AS YOU LIKE IT (SCP)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
COOPERATIVE LITERATURE TESTS A Tale of Two Cities (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Great Expectations (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Hamlet (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Huckleberry Finn (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Julius Caesar (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Macbeth (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Moby Dick (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Oedipus the King (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Our Town (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Pride and Prejudice (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Pygmalion (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL
TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COOPERATIVE LITERATURE TESTS Silas Marner (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Bridge of San Luis Rey (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Merchant of Venice (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Odyssey (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Old Man and the Sea (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Red Badge of Courage (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Return of the Native (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Scarlet Letter (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
ENGLISH LITERATURE ANTHOLOGY TEST Beginnings of English Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST Final Examination (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Eighteenth Century (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Elizabethan Period (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The English Novel (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Puritan Period (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Romantic Period (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Twentieth Century (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH LITERATURE ANTHOLOGY TEST The Victorian Period (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Literature (SV)	1	0	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HAMLET (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HOSKINS-SANDERS LITERATURE TEST Test I (BEM)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P F F P
HOSKINS-SANDERS LITERATURE TEST Test II (BEM)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P F F P
HOUSE OF THE SEVEN GABLES (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
IVANHOE (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
JULIUS CAESAR (SCP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MACBETH (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Literature (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS Literature Test (PA)	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
SILAS MARNER (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED High School Arts and Humanities Test (HBJ)	2	1	1	1	1	0	1	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	P G F F
THE MERCHANT OF VENICE (SCP)	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
THE SCARLET LETTER (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TREASURE ISLAND (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WORLD LITERATURE ANTHOLOGY TEST Classical Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WORLD LITERATURE ANTHOLOGY TEST European Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WORLD LITERATURE ANTHOLOGY TEST Final Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WORLD LITERATURE ANTHOLOGY TEST Oriental Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WORLD LITERATURE ANTHOLOGY TEST Russian Literature (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
11. ANALYSIS AND EVALUATION OF LITERATURE																																								
TESTS OF ACADEMIC PROGRESS, FORM S Literature (HMC)	2	1	1	0	1	0	0	0	2	2	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	1	0	3	0	1	3	2	F G F F
11A. Analysis of Plot and Theme																																								
MYTHS OF THE WORLD TEST SERIES Gods and Myths of Northern Europe (PFC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MYTHS OF THE WORLD TEST SERIES The Greek Myths (PFC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MYTHS OF THE WORLD TEST SERIES The Roman Way (PFC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
11B. Analysis of the Structure of Literary Works																																								
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Literature Test (HMC)	2	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Perceiving Tone and Mood (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Understanding Comparisons (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Perceiving Tone and Mood (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Understanding Comparisons (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
11C. Evaluation of Literature																																								
11D. Appreciation of Literature																																								
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Linguistic: Appreciative Hobby (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
FOREIGN LANGUAGE																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE																																								
ENGLISH LANGUAGE TEST (ODE)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P P P
12A. Foreign Language Writing System																																								
12B. Foreign Language Phonetics																																								
MODERN LANGUAGE APTITUDE TEST Short Form (PC)	0	0	1	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
MODERN LANGUAGE APTITUDE TEST Total Test (PC)	0	0	1	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
12C. Foreign Language Vocabulary																																								
ACHIEVEMENT TESTS IN HEBREW, TEST 3 (AAJE)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
CANADIAN ACHIEVEMENT TEST IN FRENCH (GCT)	0	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE Total Score (MHB)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE Vocabulary (MHB)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
COOPERATIVE LATIN TEST - ADVANCED FORM Total (ETS)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE LATIN TEST - ADVANCED FORM Vocabulary (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE LATIN TEST - ELEMENTARY FORM Total (ETS)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE LATIN TEST - ELEMENTARY FORM Vocabulary (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
FUNDAMENTALS OF HEBREW - 1: UPPER LEVEL (AAJE)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
12D. Foreign Language Grammar																																								
COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE Structure (MHB)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2"	G F P
COOPERATIVE LATIN TEST - ADVANCED FORM Grammar (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE LATIN TEST - ELEMENTARY FORM Grammar (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EMPORIA FIRST YEAR LATIN TEST Test I (BEM)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EMPORIA FIRST YEAR LATIN TEST Test II (BEM)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EMPORIA SECOND YEAR LATIN TEST Test I (BEM)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EMPORIA SECOND YEAR LATIN TEST Test II (BEM)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EXAMINATION IN STRUCTURE (ENGLISH AS A FOREIGN LANGUAGE) (FMBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
FIRST YEAR FRENCH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P P G P
FIRST YEAR SPANISH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P F G P
SECOND YEAR FRENCH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	0	1	2	1	1	1	0	1	1	0	1	3	0	0	0	1	0	0	P F F P
SECOND YEAR SPANISH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P F G P
13. *MASTERY OF FOREIGN LANGUAGE TECHNIQUE*																																								
13A. *Foreign Language Reading Ability*																																								
COOPERATIVE LATIN TEST - ADVANCED FORM Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE LATIN TEST - ELEMENTARY FORM Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: FRENCH Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: GERMAN Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: ITALIAN Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: RUSSIAN Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: SPANISH Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: FRENCH Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: GERMAN Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: ITALIAN Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: RUSSIAN Reading (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: SPANISH Reading (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
13B. Foreign Language Listening Comprehension																																								
COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE Listening (MHB)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	1	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: FRENCH Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: GERMAN Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: ITALIAN Listening (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: RUSSIAN Listening (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: SPANISH Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: FRENCH Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: GERMAN Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: ITALIAN Listening (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: RUSSIAN Listening (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: SPANISH Listening (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	1	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Listening Comprehension (HBJ)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
13C. Foreign Language Writing Ability																																								
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: FRENCH Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: GERMAN Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: ITALIAN Writing (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: RUSSIAN Writing (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: SPANISH Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	[illegible]	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: FRENCH Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: GERMAN Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: ITALIAN Writing (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: RUSSIAN Writing (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: SPANISH Writing (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P G F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P G F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	1	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
13D. Foreign Language Speaking Ability																																								
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: FRENCH Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: GERMAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	0	0	0	P F P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: ITALIAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: RUSSIAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL L: SPANISH Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: FRENCH Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: GERMAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: ITALIAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: RUSSIAN Speaking (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G P P
MLA-COOPERATIVE FOREIGN LANGUAGE TESTS, LEVEL M: SPANISH Speaking (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
14. INSIGHT INTO A FOREIGN CULTURE																																								
14A. Literature of a Foreign Culture																																								
14B. Social-Historical Features of a Foreign Culture																																								
15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE																																								
15A. Interest in Learning and Using a Foreign Language																																								
PIMSLEUR LANGUAGE APTITUDE BATTERY Interest (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
15B. Interest in Learning About and Involvement in a Foreign Culture																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HEALTH AND SAFETY																																								
16. PHYSICAL AND MENTAL HEALTH																																								
AAHPER COOPERATIVE HEALTH EDUCATION TEST, FORM 3 (ETS)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	1	1	P F F F
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Attitudes (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	2	2	P G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Knowledge (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	0	3	2	P F F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Practices (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Total (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	0	3	2	P F F P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Total (CTB)	1	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HEALTH EDUCATION TEST Health Knowledge (PA)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	3	2	P F F P
16A. Personal Health																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Care of Eyes (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Dental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Personal Cleanliness and Skin Care (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Personal Health (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Rest and Recreation (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Dental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	C	P G P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Personal Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
HEALTH EDUCATION TEST Health in Home, School and Community (PA)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PROBLEM CHECKLIST - RURAL YOUTH FORM Health and Physical (BER)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
16B. Nutrition																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Nutrition (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Nutrition (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
HEALTH EDUCATION TEST Nutrition (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
NUTRITION INFORMATION TEST (GLP)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
16C. Personality Development																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Mental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Mental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
HEALTH EDUCATION TEST Mental Health (PA)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
LIFE ADJUSTMENT INVENTORY Education for Wise Use of Leisure Time (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
17. HABIT FORMING SUBSTANCES AND THEIR USE																																								
BLUM HIGH SCHOOL DRUG USE QUESTIONNAIRE (RHB)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BUSCHO FOUR CONTROVERSIAL HEALTH AREAS TEST Attitude Survey (AEB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
BUSCHO FOUR CONTROVERSIAL HEALTH AREAS TEST Knowledge Test (AEB)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Drinking, Smoking, and Narcotics (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
17A. Smoking and Tobacco																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Smoking and Drinking (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY									
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental		
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3
INFORMATION TEST ON SMOKING AND HEALTH (GLP)	0	1	2	0	1	0	0	0	0	0
THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST (CWT)	0	1	2	0	1	0	0	0	0	0
17B. Alcohol and Alcoholism										
SPORTSMANLIKE DRIVING TESTS Alcohol, Drugs, and Your Life (MHB)	0	0	2	0	1	0	0	0	0	0
17C. Drug Use and Abuse										
DRUG I.Q. TEST Dependence and Treatment (CPH)	1	0	2	0	1	0	0	0	0	0
DRUG I.Q. TEST Drug "Argot" and Drug Facts (CPH)	1	0	2	0	1	0	0	0	0	0
DRUG I.Q. TEST Nature and Effects (CPH)	1	0	2	0	1	0	0	0	0	0
DRUG I.Q. TEST Total (CPH)	1	1	2	0	1	0	0	0	0	0
DRUG I.Q. TEST Use Reasons and Control Laws (CPH)	1	0	2	0	1	0	0	0	0	0
DRUG KNOWLEDGE INVENTORY (FLP)	1	1	2	0	1	0	0	0	0	0
INFORMATION TEST ON DRUGS AND DRUG ABUSE (GLP)	0	1	1	0	0	0	0	0	0	0
18. MARRIAGE, FAMILY, AND SEX EDUCATION										
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Family Health (CTB)	1	0	2	0	1	0	0	0	0	0
PROBLEM CHECK LIST - RURAL YOUTH FORM Courtship, Sex, and Marriage (BER)	1	0	2	0	0	0	0	0	0	0
18A. Sex Education										
SEX KNOWLEDGE INVENTORY, FORM X (FLP)	0	1	2	0	0	0	0	0	0	0
SEX KNOWLEDGE INVENTORY, FORM Y (FLP)	0	1	2	0	0	0	0	0	0	0

SECONDARY GOAL TEST NAME	EXAMINEE APPROPRIATENESS												
	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS
		Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence		
Rating Range:	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
INFORMATION TEST ON SMOKING AND HEALTH (GLP)	1	2	0	1	0	0	0	0	1	0	1	1	1
THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST (CWT)	1	1	0	1	0	1	0	0	0	0	1	1	1
17B. Alcohol and Alcoholism													
SPORTSMANLIKE DRIVING TESTS Alcohol, Drugs, and Your Life (MHB)	1	2	0	1	1	1	1	0	1	1	1	1	1
17C. Drug Use and Abuse													
DRUG I.Q. TEST Dependence and Treatment (CPH)	1	1	0	0	1	1	0	0	1	1	0	1	1
DRUG I.Q. TEST Drug "Argot" and Drug Facts (CPH)	1	1	0	0	1	1	0	0	1	1	0	1	1
DRUG I.Q. TEST Nature and Effects (CPH)	1	1	0	0	1	1	0	0	1	1	0	1	1
DRUG I.Q. TEST Total (CPH)	1	1	0	0	1	1	0	0	1	1	0	1	1
DRUG I.Q. TEST Use Reasons and Control Laws (CPH)	1	1	0	0	1	1	0	0	1	1	0	1	1
DRUG KNOWLEDGE INVENTORY (FLP)	1	2	0	1	1	1	1	0	1	1	1	1	1
INFORMATION TEST ON DRUGS AND DRUG ABUSE (GLP)	1	1	0	0	0	0	0	0	1	0	1	1	1
18. MARRIAGE, FAMILY, AND SEX EDUCATION													
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Family Health (CTB)	1	2	0	1	1	1	0	1	1	1	1	1	1
PROBLEM CHECK LIST - RURAL YOUTH FORM Courtship, Sex, and Marriage (BER)	1	1	0	1	1	1	0	1	1	1	1	1	1
18A. Sex Education													
SEX KNOWLEDGE INVENTORY, FORM X (FLP)	0	1	0	1	1	1	1	1	1	1	1	1	1
SEX KNOWLEDGE INVENTORY, FORM Y (FLP)	1	2	0	1	1	1	1	0	1	1	1	1	1

SECONDARY GOAL TEST NAME	ADMINISTRATIVE USABILITY									
	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?
	Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3
INFORMATION TEST ON SMOKING AND HEALTH (GLP)	2	1	1	0	0	0	2	0	1	0
THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST (CWT)	2	1	1	2	0	0	2	0	1	0
17B. Alcohol and Alcoholism										
SPORTSMANLIKE DRIVING TESTS Alcohol, Drugs, and Your Life (MHB)	2	1	1	2	0	0	2	0	1	0
17C. Drug Use and Abuse										
DRUG I.Q. TEST Dependence and Treatment (CPH)	2	1	1	2	1	0	1	0	1	1
DRUG I.Q. TEST Drug "Argot" and Drug Facts (CPH)	2	1	1	2	1	0	1	0	1	1
DRUG I.Q. TEST Nature and Effects (CPH)	2	1	1	2	1	0	1	0	1	1
DRUG I.Q. TEST Total (CPH)	2	1	1	2	1	0	1	0	1	1
DRUG I.Q. TEST Use Reasons and Control Laws (CPH)	2	1	1	2	1	0	1	0	1	1
DRUG KNOWLEDGE INVENTORY (FLP)	2	1	1	2	0	0	2	0	1	2
INFORMATION TEST ON DRUGS AND DRUG ABUSE (GLP)	2	1	1	2	0	0	2	0	1	0
18. MARRIAGE, FAMILY, AND SEX EDUCATION										
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Family Health (CTB)	2	1	1	2	0	0	0	0	1	0
PROBLEM CHECK LIST - RURAL YOUTH FORM Courtship, Sex, and Marriage (BER)	2	1	1	1	0	0	2	0	1	1
18A. Sex Education										
SEX KNOWLEDGE INVENTORY, FORM X (FLP)	2	1	1	2	0	0	2	0	1	0
SEX KNOWLEDGE INVENTORY, FORM Y (FLP)	2	1	1	2	0	1	2	0	1	0

SECONDARY GOAL TEST NAME	NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INFORMATION TEST ON SMOKING AND HEALTH (GLP)	0	0	0	0	0	0	P F P P
THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST (CWT)	0	0	0	0	0	0	P P F P
17B. Alcohol and Alcoholism							
SPORTSMANLIKE DRIVING TESTS Alcohol, Drugs, and Your Life (MHB)	0	0	0	0	0	0	P G F P
17C. Drug Use and Abuse							
DRUG I.Q. TEST Dependence and Treatment (CPH)	0	0	0	0	0	0	P F F P
DRUG I.Q. TEST Drug "Argot" and Drug Facts (CPH)	0	0	0	0	0	0	P F F P
DRUG I.Q. TEST Nature and Effects (CPH)	0	0	0	0	0	0	P F F P
DRUG I.Q. TEST Total (CPH)	0	0	0	0	0	0	P F F P
DRUG I.Q. TEST Use Reasons and Control Laws (CPH)	0	0	0	0	0	0	P F F P
DRUG KNOWLEDGE INVENTORY (FLP)	0	0	0	0	0	0	P G F P
INFORMATION TEST ON DRUGS AND DRUG ABUSE (GLP)	0	0	0	0	0	0	P P F P
18. MARRIAGE, FAMILY, AND SEX EDUCATION							
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Family Health (CTB)	0	0	0	0	0	0	P G P P
PROBLEM CHECK LIST - RURAL YOUTH FORM Courtship, Sex, and Marriage (BER)	0	0	0	0	0	0	P F F P
18A. Sex Education							
SEX KNOWLEDGE INVENTORY, FORM X (FLP)	0	0	0	0	0	0	P F F P
SEX KNOWLEDGE INVENTORY, FORM Y (FLP)	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
18B. Dating																																								
LIFE ADJUSTMENT INVENTORY Boy-Girl Relationships (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
18C. Marriage and Family Life																																								
LIFE ADJUSTMENT INVENTORY Education for Family Living (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
19. PUBLIC HEALTH																																								
19A. Community Health																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Community Health (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Community Health (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
19B. Diseases																																								
ACHIEVEMENT TEST ON SYPHILIS AND GONORRHEA (FLP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Infection and Disease (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Infection and Disease (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
TEACHING TEST ON SYPHILIS AND GONORRHEA (FLP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VENEREAL DISEASE KNOWLEDGE INVENTORY (FLP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
19C. Consumer Health																																								
20. SAFETY EDUCATION																																								
20A. Safety and Accidents																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Safety (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Safety and First Aid (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
20B. First Aid																																								
HEALTH EDUCATION TEST Application of Knowledge (PA)	1	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
HEALTH EDUCATION TEST Safety and First Aid (PA)	1	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
HOME ECONOMICS																																								
21. HOME AND FAMILY MANAGEMENT																																								
21A. Family Relations																																								
21B. Home Nursing and Child Care																																								
21C. Home Management																																								
21D. Consumer Economics																																								
LIFE ADJUSTMENT INVENTORY Consumer Education (PA)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
NM CONSUMER RIGHTS AND RESPONSIBILITIES TEST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
21E. Housing																																								
21F. Furnishing																																								
22. FOOD AND MEAL PREPARATION																																								
MINNESOTA CHECKLIST FOR FOOD PREPARATION AND SERVING (UMP)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
22A. Food Preparation																																								
22B. Meal Serving																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
23. CLOTHING AND TEXTILES																																								
EMPORIA CLOTHING TEST (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
23A. Clothing and Textile Selection																																								
23B. Sewing and Clothing Construction																																								
23C. Care of Clothing																																								
INDUSTRIAL ARTS																																								
24. INDUSTRIAL ARTS AND PRACTICES																																								
COOPERATIVE INDUSTRIAL ARTS TESTS General Industrial Arts (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
EMPORIA INDUSTRIAL ARTS TEST (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
MIDDLETON INDUSTRIAL ARTS TEST (BEM)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
24A. Industrial Shop Safety																																								
24B. Drafting (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Drawing (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
FIESENHEISER TEST OF ABILITY TO READ DRAWINGS (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Reading Simple Drawings and Blueprints (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	2	1	P F F P
PURDUE BLUEPRINT READING TEST (PRF)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
24C. Woodworking (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Woods (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
24D. Metals and Machines (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Metals (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
EXAMINATION IN MACHINE SHOP PRACTICE (DET)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
24E. Electricity and Electronics (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Electricity-Electronics (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
EXAMINATION IN TECHNICAL ELECTRICITY AND ELECTRONICS (DET)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
EXAMINATION IN TRADE ELECTRICITY AND INDUSTRIAL ELECTRONICS (DET)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
24F. Graphics (non-vocational)																																								
MODERN PHOTOGRAPHY COMPREHENSION TEST (MB)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
24G. Auto Mechanics (non-vocational)																																								
EXAMINATION IN AUTOMOTIVE MECHANICS (DET)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
INTELLECTUAL SKILLS																																								
25. UNDERSTANDING																																								
ACADEMIC APTITUDE TEST Verbal Intelligence (PA)	1	1	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	1	P P F P
ACER ADVANCED TEST AL (ACER)	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
ACER ADVANCED TEST AL + AQ (ACER)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
AMERICAN SCHOOL INTELLIGENCE TEST Advanced Battery (BMC)	1	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
AMERICAN SCHOOL INTELLIGENCE TEST High School Battery (BMC)	1	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	3	1	3	2	P F F G

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ARMY ALPHA EXAMINATION - FIRST NEBRASKA EDITION Total	(SPS)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ARMY ALPHA EXAMINATION - FIRST NEBRASKA EDITION Verbal	(SPS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Language	(BMC)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Total	(BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	2	1	1	1	1	1	1	0	1	2	0	0	0	1	0	2	P P F P
HENMON-NELSON TESTS OF MENTAL ABILITY (6-9)	(HMC)	1	1	1	0	1	0	0	0	2	2	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	F F G F
HENMON-NELSON TESTS OF MENTAL ABILITY (9-12)	(HMC)	1	1	1	0	1	0	0	0	2	2	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	F F G F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale Score	(PC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	3	2	P F P P
WONDERLIC PERSONNEL TEST	(EFW)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
25A. Comprehension and Production of Information																																									
ACADEMIC APTITUDE TEST General Information	(PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	1	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part I	(NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERACY TEST	(PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Vocabulary	(BMC)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Sentence and Word Meaning	(BMC)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	0	2	P F F P
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY General Composite Standard Score	(HBJ)	1	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	1	0	1	1	0	3	3	1	3	2	P F F G
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY Reading Composite Prognostic Score	(HBJ)	1	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	3	2	1	3	2	P F F F
ANALYSIS OF LEARNING POTENTIAL, ADVANCED II BATTERY General Composite Standard Score	(HBJ)	0	0	0	0	0	0	0	0	2	0	0	1	0	1	1	0	0	1	1	1	1	0	1	2	1	0	2	0	1	1	0	1	1	0	3	3	1	3	2	P F F G
ANALYSIS OF LEARNING POTENTIAL, ADVANCED II BATTERY Reading Composite Prognostic Score	(HBJ)	0	0	1	0	0	0	0	0	2	0	0	1	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	3	3	1	3	2	P F F G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
APTITUDE TEST C.P.66. Total (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
APTITUDE TEST C.P.66. Verbal (NFER)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ARMY GENERAL CLASSIFICATION TEST - FIRST CIVILIAN EDITION (SRA)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	0	1	0	1	1	0	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
ARMY GROUP EXAMINATION ALPHA, SCHRAMMEL-BRANNAN REVISION (BEM)	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	1	P P F P
BITCH TEST (BLACK INTELLIGENCE TEST OF CULTURAL HOMOGENEITY) (RLW)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Word Meaning (STS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
BURNETT READING SERIES SURVEY TEST - SENIOR Word Meaning (STS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Total (CTB)	2	0	1	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Vocabulary (CTB)	2	0	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	1	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Reading Vocabulary (CTB)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	1	2	F G G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Language (CTB)	1	0	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	2	0	0	1	1	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Verbal Concepts (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Verbal Concepts (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Verbal Concepts (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P G G P
CANADIAN ACADEMIC APTITUDE TEST Verbal Reasoning (GCT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL F Verbal (TNS)	1	0	1	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CARDALL-MILES MENTAL ALERTNESS TEST (CA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
CATTELL INTELLIGENCE TESTS - SCALE II (GH)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1	1	2	1	0	1	1	1	2	0	0	1	0	0	0	0	0	2	P P F P
CATTELL INTELLIGENCE TESTS - SCALE III (GH)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1	1	2	1	0	1	1	1	2	0	0	0	0	0	0	0	0	2	P P F P
CLERICAL SKILLS SERIES Vocabulary (MB)	1	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
CLERICAL SKILLS SERIES Word Fluency (MB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P G P P
CLERICAL TESTS Vocabulary (STA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	P F G P
CLOSURE SPEED (GESTALT COMPLETION) (IRC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Vocabulary (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	3	2	1	1	2	F G G F
COOPERATIVE ENGLISH TESTS - READING COMPREHENSION Vocabulary (ETS)	1	0	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	2	1	3	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Verbal (GTA)	1	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Active Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Total (GTA)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	2	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Total (GTA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Mechanical Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Opposites (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DETROIT GENERAL APTITUDES EXAMINATION Tool Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Tool Recognition (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT TESTS OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Orientation (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
DETROIT TESTS OF LEARNING APTITUDE Social Adjustment B (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Verbal Opposites (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Total (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of English Grammar and Literature (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Mathematics (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Science (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Social Studies (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Total (CDRT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	0	3	2	P F G P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Vocabulary (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
DIAGNOSTIC READING TESTS Vocabulary Test (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Differential Total (HBJ)	2	0	1	1	1	0	0	0	0	0	0	2	0	1	0	1	0	1	0	1	0	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Differential Vocabulary (HBJ)	2	0	2	1	1	0	0	0	0	0	0	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Listening Test Vocabulary Listening (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Reading Test Vocabulary Reading (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Listening Test Total (HBJ)	2	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Reading Test Total (HBJ)	2	0	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Verbal Reasoning (STS)	0	0	2	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
ENGLISH MINIMUM ESSENTIALS TEST Vocabulary (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
ENGLISH PROGRESS TEST G (NFER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
EXAMINING FOR APHASIA (PC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FULL RANGE PICTURE VOCABULARY TEST (PTS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	3	2	P P F P
FUNDAMENTAL ACHIEVEMENT SERIES Verbal (PC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	1	P F F P
FUNDAMENTALS EVALUATION TEST Reading: Vocabulary (SV)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	2	1	3	1	P G F P
FUNDAMENTALS EVALUATION TEST Total Average (SV)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	1	0	1	1	0	0	3	1	3	1	P F F F
GAPADOL READING COMPREHENSION (HEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	3	0	1	0	2	P F F P
GATES-MacGINITIE READING TESTS: SURVEY E Vocabulary (BMC)	1	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
GATES-MacGINITIE READING TESTS: SURVEY F Vocabulary (BMC)	1	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	P G F G
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
GENERAL EMPLOYMENT REVIEW Vocabulary (LLA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION General Information (MRP)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Picture Completion (MRP)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Reading Interest Areas (MRP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	0	0	0	0	3	2	P F F P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	0	0	0	0	3	2	P F P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	0	0	0	0	3	1	P F P P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale [illegible] (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	0	1	0	0	0	0	3	1	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Reading Vocabulary (SV)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P G F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Vocabulary (GCT)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Language Test - Vocabulary (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Verbal Comprehension (SPS)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings (MSH)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HOLMES' PERFLUDEX TESTS Flu-Verb Test (PA)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ILLINOIS INDEX OF SCHOLASTIC APTITUDE (WPS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	0	2	0	1	1	0	2	0	1	0	1	P F F P
IMMEDIATE TEST (SPS)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
INTERMEDIATE BATTERY Vocabulary (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Word Meaning (SFC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
IOWA SILENT READING TESTS, LEVEL 1 Reading Power (HBJ)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	3	0	1	3	2	P F F F
IOWA SILENT READING TESTS, LEVEL 1 Vocabulary (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	1	2	P G F P
IOWA SILENT READING TESTS, LEVEL 2 Vocabulary (HBJ)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	1	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Vocabulary (HMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P F G P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Vocabulary (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	2	3	0	1	1	2	P F F F
JASTAK TEST Verbal Reasoning (RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JASTAK TEST Vocabulary (RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR SCHOLASTIC APTITUDE TEST Verbal (ERB)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Overall Total (NFER)	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (General) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P P P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Scientific) (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Total) (NFER)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	P P P P
MATHEMATICAL AND TECHNICAL TEST Completing Pictures (GH)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Vocabulary (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P F P P
MENTAL ALERTNESS TEST, FORM A/1/2 (NIPR)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	1	0	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Total Reading (HBJ)	2	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Word Knowledge (HBJ)	2	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 9 Vocabulary (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 10 Vocabulary (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MITCHELL VOCABULARY TEST (NFER)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MULTIPLE APTITUDE TESTS Verbal Comprehension Total Test (CTB)	0	0	1	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	1	3	0	1	3	2	P G G F
MULTIPLE APTITUDE TESTS Verbal Comprehension Word Meaning (CTB)	0	0	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	P G G P
NATIONAL ACHIEVEMENT TESTS High School Reading Test (PA)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Vocabulary Test (7-12) (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	0	0	1	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Composite (SRA)	0	0	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	0	0	2	1	0	2	0	1	1	0	1	2	3	3	3	1	3	2	P F F G
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Test of Learning Ability (SRA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	1	0	1	1	0	3	0	1	0	0	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Word Usage (SRA)	0	0	2	0	0	0	0	0	1	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	3	3	3	1	1	2	P F F G
NELSON READING TEST Total (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	3	1	3	2	P F F F
NELSON READING TEST Vocabulary (HMC)	0	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P F F F
NELSON-DENNY READING TEST Total (HMC)	0	0	1	1	1	0	0	0	2	0	1	1	0	0	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
NELSON-DENNY READING TEST Vocabulary (HMC)	1	0	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
NORMAL BATTERY Vocabulary (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
OCCUPATIONAL EXAMINATION Verbal Abilities (NLC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Vocabulary (General Level) (NLC)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Vocabulary (Lower Level) (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Vocabulary (Senior Level) (NLC)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY Higher Examination (HBJ)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	2	P F F P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY Intermediate Examination (HBJ)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	3	2	P F F P
PEABODY PICTURE VOCABULARY TEST (AGS)	2	1	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G F F
PERSONNEL CLASSIFICATION TEST Total (PC)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
PERSONNEL CLASSIFICATION TEST Verbal (PC)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
PERSONNEL TESTS FOR INDUSTRY Verbal Test (PC)	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
PIMSLEUR LANGUAGE APTITUDE BATTERY Verbal (HBJ)	0	0	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Vocabulary (HBJ)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P F F P
PRESSEY SENIOR CLASSIFICATION TEST (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	2	P F F P
PRESSEY SENIOR VERIFYING TEST (BMC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Verbal Meaning (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	1	0	0	1	3	2	P F F P
PRIMARY MENTAL ABILITIES FOR GRADES 9-12 Verbal Meaning (SRA)	0	0	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	3	0	0	1	3	2	P F F F
PROGRESSIVE ACHIEVEMENT TESTS, PART 8 Reading Vocabulary (NZCER)	1	0	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	3	1	1	2	P G F F
PURDUE CLERICAL ADAPTABILITY TEST Word Meaning (PRF)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PURDUE HIGH SCHOOL ENGLISH TEST Vocabulary (HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
QUICK TEST (PTS)	1	0	2	0	1	0	0	0	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	0	P F P P
SANDERS-FLETCHER VOCABULARY TEST Test I (BEM)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	0	3	1	P F F P
SANDERS-FLETCHER VOCABULARY TEST Test II (BEM)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	0	3	1	P F F P
SCHONELL DIAGNOSTIC ENGLISH TESTS Vocabulary (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SCHRAMMEL GENERAL ABILITY TEST (BEM)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	2	P F F P
SCHUBERT GENERAL ABILITY BATTERY Total (HS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SCHUBERT GENERAL ABILITY BATTERY Word Meaning (HS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SCIENCE VOCABULARY INVENTORY (PB)	1	0	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
SHIPLEY-INSTITUTE OF LIVING SCALE Conceptual Quotient (BSB)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	P F P P
SHIPLEY-INSTITUTE OF LIVING SCALE Total (BSB)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
SHIPLEY-INSTITUTE OF LIVING SCALE Vocabulary (BSB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Language (CTB)	1	0	1	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	2	0	1	2	2	P F G P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Vocabulary (CTB)	1	0	2	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Language (CTB)	1	0	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	P G G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Vocabulary (CTB)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P G F P
SIMPLEX JUNIOR 'A' TEST (GH)	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SIMPLEX JUNIOR INTELLIGENCE SCALE (GH)	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	0	1	0	0	0	0	0	2	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	0	1	2	0	0	0	0	0	0	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Vocabulary (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P G G P
SRA CLERICAL APTITUDES Office Vocabulary (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P
SRA READING INDEX Picture-Word Association (SRA)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA READING RECORD Vocabulary (SRA)	1	0	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA VERBAL FORM Linguistic (SRA)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
SRA VERBAL FORM Total (SRA)	0	0	1	0	0	0	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Vocabulary (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
SURVEY OF READING ACHIEVEMENT: ADVANCED (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF READING ACHIEVEMENT: JUNIOR HIGH LEVEL (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY TEST OF VOCABULARY (PF)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	1	P F F P
TEST OF ACTIVE VOCABULARY (EP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Speed of Comprehension (GTA)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Total (GTA)	0	1	1	0	1	0	0	0	[illegible]	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Vocabulary (GTA)	0	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 5 Speed of Comprehension (GTA)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 5 Total (GTA)	0	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 5 Vocabulary (GTA)	0	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
TESTS OF GENERAL ABILITY: GRADES 6-9 Verbal (SRA)	2	0	2	0	1	0	0	0	2	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	0	1	0	0	P F F P
TESTS OF GENERAL ABILITY: GRADES 9-12 Verbal (SRA)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	0	1	0	0	P F F P
THURSTONE TEST OF MENTAL ALERTNESS Linguistic (SRA)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
THURSTONE TEST OF MENTAL ALERTNESS Total (SRA)	0	0	1	0	0	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	1	1	3	1	P F F P
TRAXLER SILENT READING TEST Total Comprehension (BMC)	1	0	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	3	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TRAXLER SILENT READING TEST Total Score (BMC)	1	0	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	3	0	3	2	P G G F
TRAXLER SILENT READING TEST Word Meaning (BMC)	1	0	2	0	1	0	0	0	2	1	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	2	1	3	2	P F G F
TURSE SHORTHAND APTITUDE TEST Word Discrimination (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE SHORTHAND APTITUDE TEST Word Sense (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
UNDERSTANDING COMMUNICATION (IRC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
VERBAL POWER TEST OF CONCEPT EQUIVALENTS (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
VERBAL TEST GH (NFER)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	3	0	1	3	2	P F F F
VOCABULARY TEST FOR HIGH SCHOOL STUDENTS AND COLLEGE FRESHMEN (BMC)	2	0	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	3	1	3	2	P F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information (PC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal Score (PC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
WIDE RANGE VOCABULARY TEST (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
WIDE-SPAN READING TEST (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P G F P
WORD CLUE TEST (CVE)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	0	0	P G F P
WORD FLUENCY (IRC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
WORD UNDERSTANDING (M)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
WRITING SKILLS TEST (SRA)	1	0	1	0	1	0	0	1	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	3	3	0	1	3	2	P G F G
ZIP SCALE FOR DETERMINING READING LEVEL Comprehension (JWW)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ZIP SCALE FOR DETERMINING READING LEVEL Word Recognition (JWW)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
25B. Integration of Information																																								
ACADEMIC APTITUDE TEST Mental Alertness (PA)	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	1	P P F P
ACER INTERMEDIATE TEST A (ACER)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
ACER INTERMEDIATE TEST D (ACER)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CBS COMPOSITE (MISSING CARTOONS + MISSING PICTURES) (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	3	1	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Reading (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
KUHLMANN-ANDERSON TEST - BOOKLET G Verbal Score (PP)	0	1	1	1	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
KUHLMANN-ANDERSON TEST - BOOKLET H Verbal Score (PP)	0	1	1	1	0	0	1	0	2	3	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	F F F P
LANGUAGE FACILITY TEST (AC)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	2	0	1	0	0	0	0	0	0	1	P F P P
MISSING CARTOONS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	1	P F F P
MISSING PICTURES (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
NON-VERBAL TEST DH (NFER)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	1	1	P F F P
PICTORIAL COMPLETION LIST II (CHS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	2	0	1	0	0	0	0	1	3	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Healy Picture Completion Test II (PC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
PROVERBS TEST - BEST ANSWER FORM (PTS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
PROVERBS TEST - FORM I (PTS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 9 Recognizing Systematic Organization (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 10 Recognizing Systematic Organization (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
SCHONELL DIAGNOSTIC ENGLISH TESTS English Usage (OB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SOCIAL-COGNITION COMPOSITE (CARTOON PREDICTIONS + EXPRESSION GROUPING + MISSING CARTOONS + SOCIAL TRANSLATIONS) (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	0	1	3	1	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities (PC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
26. MEMORY																																								
26A. Rote Memory																																								
CLERICAL SKILLS SERIES Coding (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P G F P
CLERICAL TESTS Copying Names (STA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
CLERICAL TESTS Copying Numbers (STA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Oral Directions (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Letters (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
FLANAGAN APTITUDE CLASSIFICATION TESTS Memory (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
FRUIT DISTRACTION TEST Number of Recalls of Peripheral Figures (SGS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbol Identification (MRP)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (MRP)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	0	0	0	0	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Letter Memory (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Form Memory (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Letter Memory (CHN)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P F F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Digits (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HOLMES' PERFLUDEX TESTS Per-Symb Test (PA)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	0	0	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P P F P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Blind (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Recall (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
MATHEMATICAL AND TECHNICAL TEST Remembering Drawings (GH)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
MEMORY-FOR-DESIGNS TEST (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
TEST FOR ABILITY TO SELL Memory for Names and Faces (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
TURSE SHORTHAND APTITUDE TEST Symbol Transcription (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
26B. Meaningful Memory																																								
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Memory (CTB)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Memory (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Memory (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P G G P
CARVER DARBY CHUNKED READING TEST Efficiency (AIR)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Oral Commissions (BMC)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Listening Comprehension (MRP)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Memory (AVA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	1	2	P G P P
MEMORY FOR EVENTS (SPS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MEMORY FOR MEANINGS (SPS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Memory (CTB)	1	1	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	1	0	1	0	0	P G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Memory (CTB)	1	1	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P G F P
TEST FOR ABILITY TO SELL Learning Selling Points in Merchandise (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
TURSE SHORTHAND APTITUDE TEST Dictation (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
27. SYSTEMATIC REASONING																																								
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Non-Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Total (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	0	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	3	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Non-Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	0	0	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Total (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	0	0	1	2	1	0	2	1	1	2	1	0	1	0	0	0	1	3	2	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM A Total (TCP)	1	0	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM B Total (TCP)	1	0	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
MATHEMATICAL AND TECHNICAL TEST Total Test (GH)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MENTAL ALERTNESS NORMAL BATTERY (NIPR)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
SHORT TEST OF EDUCATIONAL ABILITY - LEVEL 5 (SRA)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
STANFORD-BINET INTELLIGENCE SCALE (HMC)	1	1	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	3	2	P F P P
27A. Deductive Reasoning																																								
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Related Words (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Sentence Translation Esperanto to English (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Artificial Language (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Sentence Translation English to Esperanto (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
KAHN TEST OF SYMBOL ARRANGEMENT (PTS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
LOGICAL REASONING Part I (SPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
LOGICAL REASONING Part II (SPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
LOGICAL REASONING Total (SPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MATHEMATICAL AND TECHNICAL TEST Geometrical Figures (GH)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill in Thinking (AVA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	1	3	2	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Language Analysis (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P G F P
SCHUBERT GENERAL ABILITY BATTERY Logical Answers (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SHIP DESTINATION TEST (SPS)	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
27B. Inductive Reasoning																																								
ACADEMIC APTITUDE TEST Comprehension of Relations (PA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	1	P F F P
ACADEMIC APTITUDE TEST Non-Verbal Intelligence (PA)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	0	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	0	P F P P
ACADEMIC PROMISE TESTS Abstract Reasoning (PC)	1	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F G F P
ACADEMIC PROMISE TESTS Abstract Reasoning + Numerical (PC)	1	0	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	3	1	3	1	P G F F
ACADEMIC PROMISE TESTS Total (PC)	1	0	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	3	1	3	1	P G F F
ACADEMIC PROMISE TESTS Verbal (PC)	1	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F G F P
ACADEMIC PROMISE TESTS Verbal + Language Usage (PC)	1	0	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	3	1	3	1	P G F F
ACER ADVANCED TEST AQ (ACER)	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
ACER ADVANCED TEST B 40 (ACER)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
ACER ADVANCED TEST N (ACER)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
ACER HIGHER TEST Linguistic (ACER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P F F P
ACER HIGHER TEST Quantitative (ACER)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P G F P
ACER HIGHER TEST Total (ACER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P F F P
ADVANCED PROGRESSIVE MATRICES (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	0	0	0	P G P P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part II (NFER)	1	0	1	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Total (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AH5 GROUP TEST OF HIGH-GRADE INTELLIGENCE Part I (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	2	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AH5 GROUP TEST OF HIGH-GRADE INTELLIGENCE Part II (NFER)	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	1	0	1	2	1	1	2	1	0	1	0	1	0	2	0	0	0	0	0	P P F P
AH5 GROUP TEST OF HIGH-GRADE INTELLIGENCE Total (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	2	1	0	2	1	0	1	0	1	0	2	0	0	0	0	0	P P F P
ANALYSIS OF RELATIONSHIPS (CPP)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
APTITUDE TESTS FOR OCCUPATIONS Scientific Aptitude (CTB)	0	0	0	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	2	1	P F G P
ARMY ALPHA EXAMINATION - FIRST NEBRASKA EDITION Relationships (SPS)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
BUSINESS TEST (ATS)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
CALIFORNIA ALGEBRA APTITUDE TEST Number Series (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Logical Reasoning (CTB)	1	1	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Non-Language (CTB)	1	1	2	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	1	2	0	1	2	1	0	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Total (CTB)	1	1	0	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	1	2	0	1	2	2	0	0	1	3	2	P F G F
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Logical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Logical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P F G P
CANADIAN ACADEMIC APTITUDE TEST Non-Verbal Reasoning (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL F Non-Verbal (TNS)	1	1	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Part I (BMC)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Part II (BMC)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total (BMC)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	1	0	1	1	2	P F F P
CGA MENTAL ABILITY TESTS: GRADES 6-9 (GCT)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CGA MENTAL ABILITY TESTS: GRADES 9-12 (GCT)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
CHICAGO NON-VERBAL EXAMINATION - VERBAL DIRECTION (PC)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Battery Composite (STS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Quantitative Reasoning (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Total Ability (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Verbal Reasoning (STS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
COGNITIVE ABILITIES TEST: LEVEL F Non-Verbal Battery (HMC)	0	0	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL F Verbal Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL G Non-Verbal Battery (HMC)	0	0	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL G Verbal Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Non-Verbal (GTA)	1	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Total (GTA)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Analysis (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT TESTS OF LEARNING APTITUDE Likenesses and Differences (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
D48 TEST (CPP)	0	0	2	0	1	0	0	0	0	1	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Abstract Reasoning (PC)	0	0	2	0	1	1	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
DIFFERENTIAL APTITUDE TESTS Verbal Reasoning (PC)	0	0	2	0	1	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
DIFFERENTIAL APTITUDE TESTS VR + NA: Scholastic Aptitude (PC)	0	0	1	0	1	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DOMINION GROUP TEST OF LEARNING CAPACITY - ADVANCED (GCT)	0	1	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
DOMINION GROUP TEST OF LEARNING CAPACITY - INTERMEDIATE (GCT)	0	1	1	0	1	0	0	1	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	2	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Composite Score (STS)	1	1	0	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Non-Verbal Reasoning (STS)	0	1	2	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Total Ability (STS)	0	1	2	0	0	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Composite Score (STS)	0	1	0	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	3	3	3	1	3	2	P F F G
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Non-Verbal Reasoning (STS)	0	1	2	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Total Ability (STS)	0	1	2	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	2	0	2	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Verbal Reasoning (STS)	0	1	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	P G F G
EXPRESSION GROUPING (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM A Word Translation English to Esperanto (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST: FORM B Word Translation Esperanto to English (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
GENERAL EMPLOYMENT REVIEW Perception and General Knowledge (LLA)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION Non-Reading Total (MRP)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2	1	1	0	1	1	1	0	1	0	0	0	0	0	0	2	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	0	2	2	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Relationships (MRP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbol Interpretation (MRP)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbolic Representation (MRP)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GILLILAND LEARNING POTENTIAL EXAMINATION Total (MRP)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	2	1	1	0	1	1	1	0	1	0	0	0	0	0	0	2	P P F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Analogies (MSH)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
INTERMEDIATE BATTERY Mental Alertness (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
JASTAK TEST Capacity (RC)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
JASTAK TEST Intelligence (RC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	3	2	P P P P
JASTAK TEST Language Factor (RC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	1	0	0	0	0	1	1	0	0	0	1	3	2	P P P P
JASTAK TEST Number Series (RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	2	2	P F F P
JASTAK TEST Picture Reasoning (RC)	0	0	2	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	3	2	P P F P
JASTAK TEST Reality Factor (RC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	1	0	0	0	0	1	1	0	0	0	1	3	2	P P P P
JASTAK TEST Social Concept (RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	0	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JASTAK TEST Space Series (RC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JENKINS INTERMEDIATE NON-VERBAL TEST (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
JUNIOR SCHOLASTIC APTITUDE TEST Numerical (ERB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Concept Formation (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Main Scale (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KASANIN-HANFMANN CONCEPT FORMATION TEST (CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	0	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KUHLMANN-ANDERSON TEST - BOOKLET G Total Score (PP)	0	1	1	1	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	2	0	3	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KUHLMANN-ANDERSON TEST - BOOKLET H Total Score (PP)	0	1	1	1	0	0	1	0	2	3	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	3	3	3	1	3	2	F F F G
KUHLMANN-FINCH TESTS Junior High School Test (AGS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P F F F
KUHLMANN-FINCH TESTS Senior High School Test (AGS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	2	3	0	1	1	2	P F F F
LEE TEST OF ALGEBRAIC ABILITY (BMC)	0	0	1	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL F Non-Verbal (HMC)	0	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	1	2	1	3	2	P G F F
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL F Verbal (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	3	2	1	3	2	P G F G
MATHEMATICAL AND TECHNICAL TEST Completing the Series (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MATHEMATICAL AND TECHNICAL TEST Figure Series (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Non-Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P P F P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Total (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
NEW SOUTH AFRICAN GROUP TEST, SENIOR Non-Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
NEW SOUTH AFRICAN GROUP TEST, SENIOR Total (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
NEW SOUTH AFRICAN GROUP TEST, SENIOR Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
NORMAL BATTERY Mental Alertness (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
NORTHUMBERLAND MENTAL TESTS (GH)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL (HBJ)	2	0	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	3	3	3	1	3	2	P G F G
OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL (HBJ)	2	0	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	3	3	3	1	1	2	F F F G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Reasoning (SRA)	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	1	0	0	1	3	2	P F F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Total Score (SRA)	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	1	1	2	0	1	0	2	0	0	1	3	2	P F F F
PRIMARY MENTAL ABILITIES FOR GRADES 9-12 Reasoning (SRA)	0	1	2	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	0	0	1	3	2	P F F F
PRIMARY MENTAL ABILITIES FOR GRADES 9-12 Total Score (SRA)	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	3	0	0	1	3	2	P F F F
PURDUE NON-LANGUAGE PERSONNEL TEST (UBS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 2 Total (ETS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 2 Verbal (ETS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Total (ETS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Verbal (ETS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P G F P
SCHUBERT GENERAL ABILITY BATTERY Relations (HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SHIPLEY-INSTITUTE OF LIVING SCALE Abstraction (BSB)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Analogies (CTB)	1	0	2	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Non-Language (CTB)	1	1	2	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	1	1	1	0	2	0	1	2	2	F F G P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Sequences (CTB)	1	0	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	1	1	1	0	1	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Total (CTB)	1	1	1	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	P F G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Analogies (CTB)	1	0	2	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Non-Language (CTB)	1	1	2	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	F F G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Sequences (CTB)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 5 Total (CTB)	1	1	1	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	P F G F
SIMPLEX GROUP INTELLIGENCE SCALE (GH)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	P F F P
SIMPLEX INTELLIGENCE TEST GNV (GH)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	1	0	1	0	0	0	0	0	1	1	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Educational Ability (SRA)	0	0	1	0	0	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	0	0	P G F P
SRA NONVERBAL FORM (SRA)	0	0	2	0	0	0	0	0	1	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	P F F P
SRA PICTORIAL REASONING TEST Timed Administration (SRA)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
SRA PICTORIAL REASONING TEST Untimed Administration (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P G F P
SRA VERBAL FORM Quantitative (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
STANDARD PROGRESSIVE MATRICES (PC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	3	0	P F F P
SUBSUMED ABILITIES TEST Abstraction (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TEST Conceptualization (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TEST Demonstrated Abilities (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TEST Potential Abilities (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TEST Recognition (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TEST OF "g": CULTURE FAIR Scale 2 (IPAT)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
TEST OF "g": CULTURE FAIR Scale 3 (IPAT)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
TEST OF GENERAL ABILITY, LEVEL 4 Non-Verbal (GTA)	1	1	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P G F P
TEST OF GENERAL ABILITY, LEVEL 4 Total (GTA)	1	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF GENERAL ABILITY, LEVEL 5 Non-Verbal (GTA)	1	1	2	0	0	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P G F P
TEST OF GENERAL ABILITY, LEVEL 5 Total (GTA)	1	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
TESTS OF GENERAL ABILITY: GRADES 6-9 Reasoning (SRA)	2	0	2	0	1	0	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	0	1	0	0	P F F P
TESTS OF GENERAL ABILITY: GRADES 6-9 Total (SRA)	2	0	1	0	1	0	0	0	2	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	1	1	0	0	P F F P
TESTS OF GENERAL ABILITY: GRADES 9-12 Reasoning (SRA)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TESTS OF GENERAL ABILITY: GRADES 9-12 Total (SRA)	2	0	1	0	1	0	0	0	2	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	1	1	0	0	P F F P
THURSTONE TEST OF MENTAL ALERTNESS Quantitative (SRA)	0	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
WILLIAM, LYNDE, AND WILLIAMS PERSONAL CLASSIFICATION TEST (WLW)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
WLW MENTAL ALERTNESS INVENTORY Non-Verbal (WLW)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
WLW MENTAL ALERTNESS INVENTORY Total (WLW)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
WLW MENTAL ALERTNESS INVENTORY Verbal (WLW)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
28. CREATIVITY																																								
28A. Ingenuity																																								
CLASSROOM BEHAVIOR INVENTORY Academic Ability (ESS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CONSEQUENCES Originality (SPS)	0	0	2	0	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
FRUIT DISTRACTION TEST Reading Error Distractability Score (SGS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FRUIT DISTRACTION TEST Reading Time Distractability Score (SGS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NEW USES (SPS)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PLOT TITLES Originality (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
THINKING CREATIVELY WITH SOUNDS AND WORDS Onomatopoeia and Images (PP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	3	2	P G F P
THINKING CREATIVELY WITH SOUNDS AND WORDS Sounds and Images (PP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	1	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
28B. Flexibility																																								
ALTERNATE USES (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	0	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
MATCH PROBLEMS (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	1	0	1	2	2	P F F P
PERTINENT QUESTIONS (SPS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
REMOTE ASSOCIATES TEST (HMC)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Flexibility (PP)	1	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
UTILITY TEST DMC (Divergent Production of Semantic Classes) (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
28C. Elaboration																																								
ASSOCIATIONAL FLUENCY I (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	3	1	P F P P
CONSEQUENCES Ideational Fluency (SPS)	0	0	2	0	1	1	1	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	2	0	1	3	1	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DECORATIONS (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	2	0	1	3	1	P F F P
EXPRESSIONAL FLUENCY (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	2	1	P F F P
IDEATIONAL FLUENCY I (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	1	1	3	1	P F F P
MAKING OBJECTS (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	3	2	P F P P
MATCH PROBLEMS V (SPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Words (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
PLOT TITLES Ideational Fluency (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
POSSIBLE JOBS (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	2	0	1	2	1	P F P P
SEEING PROBLEMS (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
SIMILE INTERPRETATIONS (SPS)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SKETCHES (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
TEST OF CREATIVE POTENTIAL License Plate Words (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
TEST OF CREATIVE POTENTIAL Picture Decoration (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
TEST OF CREATIVE POTENTIAL Total (M)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	1	0	1	3	2	P G F P
TEST OF CREATIVE POTENTIAL Writing Words (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	1	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	1	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
UTILITY TEST DMU (Divergent Production of Semantic Units) (SPS)	0	0	2	0	1	0	1	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	1	0	1	3	1	P F F P
WORD FLUENCY - FORM A (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	1	1	3	1	P F F P
29. EVALUATION																																								
SOCIAL INTELLIGENCE TEST - SECOND EDITION (CPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P P F P
SOCIAL INTELLIGENCE TEST - SHORT EDITION (CPS)	0	1	2	0	0	0	[illegible]	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SOCIAL INTELLIGENCE TEST - SP EDITION (CPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
29A. Logical Judgment																																								
CORNELL CONDITIONAL-REASONING TEST (CCTP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
CORNELL CRITICAL THINKING TEST, LEVEL X (CCTP)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	0	1	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	F F F P
CORNELL CRITICAL THINKING TEST, LEVEL Z (CCTP)	2	1	2	0	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P P F P
DETROIT TESTS OF LEARNING APTITUDE Pictorial Absurdities (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
DETROIT TESTS OF LEARNING APTITUDE Pictorial Opposites (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Verbal Absurdities (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
FIVE TASK TEST Ball and Field Task (WPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WATSON-GLASER CRITICAL THINKING APPRAISAL (HBJ)	1	1	2	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	1	0	0	3	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	1	1	0	0	0	0	0	1	3	2	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
29B. Social Judgment																																								
APTITUDE TESTS FOR OCCUPATIONS Personal-Social Aptitude (CTB)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	1	P F G P
CAREER MATURITY INVENTORY, COMPETENCE TEST Knowing Yourself (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	2	2	P G F P
CAREER MATURITY INVENTORY, COMPETENCE TEST What Should They Do? (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P F F P
CARTOON PREDICTIONS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	1	P F F P
CBT COMPOSITE (Picture Exchange + Social Translations) (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	1	P F F P
DETROIT TESTS OF LEARNING APTITUDE Social Adjustment A (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Solving Everyday Problems (STS)	1	1	1	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Community Relations (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Economic Sufficiency (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Home and Family (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Inner Development (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Romance and Psychosexual (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Rules and Law (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST School and Education (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Self-Actualization (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO-IDEAL AND CONSCIENCE DEVELOPMENT TEST Total (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GETTING ALONG Getting Along in One's Environment (TL)	1	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
INTER-PERSON PERCEPTION TEST, FORM AC (M)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PICTURE EXCHANGE (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
SOCIAL INSIGHT TEST (CPP)	1	0	2	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SOCIAL TRANSLATIONS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	0	1	2	1	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension (PC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
MATHEMATICS																																								
30. GENERAL MATHEMATICS																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS General Mathematics III (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
APTITUDE TEST C.P.66. Quantitative (NFER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Concepts and Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Total (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Concepts + Problems (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	3	2	P G G F
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Modern Mathematics (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
COGNITIVE ABILITIES TEST: LEVEL F Quantitative Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL G Quantitative Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Concepts (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Total Battery (CTB)	2	1	0	1	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	0	1	1	2	1	0	2	0	1	2	1	1	2	3	3	3	1	3	2	P F G G
DIAGNOSTIC TEST IN MATHEMATICS: LEVEL 1 (GCT)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
EDUCATIONAL DEVELOPMENT SERIES - SENIOR LEVEL Mathematics (STS)	0	0	2	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	P F F G
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Skills Mathematics Concepts (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P F G P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Mathematics (SRA)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	1	2	0	1	1	2	P G F P
JUNIOR HIGH SCHOOL MATHEMATICS TEST Problem Analysis (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
MULTIPLE APTITUDE TESTS Scholastic Potential (CTB)	0	1	1	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	0	1	2	1	3	0	1	0	2	P G G P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Mathematics Usage (SRA)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	1	2	1	1	1	2	P F F F
PLACEMENT TESTS Modern Mathematics (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Mathematics Basic Concepts (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	2	1	3	2	F G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mathematical Concepts (ETS)	2	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
30A. Arithmetic																																								
ACADEMIC PROMISE TESTS Numerical (PC)	1	1	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	3	1	3	1	F G F F
ACER NUMBER TEST (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	3	1	P G F P
ALGEBRA READINESS TEST Decimals (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	1	P F F P
ALGEBRA READINESS TEST Fractions (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	1	P F F P
ALGEBRA READINESS TEST Fundamental Operations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	1	P F F P
ALGEBRA READINESS TEST Problem Solving (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	1	P F F P
ALGEBRA READINESS TEST Total (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AMERICAN NUMERICAL TEST (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Average (BMC)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Computation (BMC)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Total Average (BMC)	1	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	0	0	1	0	0	0	0	1	0	0	P F P P
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY Mathematics Composite Prognostic Score (HBJ)	1	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	3	2	1	3	2	P F F F
ANALYSIS OF LEARNING POTENTIAL, ADVANCED II BATTERY Mathematics Composite Prognostic Score (HBJ)	0	0	1	0	0	0	0	0	2	0	0	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	2	2	1	3	2	P F F F
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Decimals (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Fractions and Mixed Numbers (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Operations with Whole Numbers (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Percentage (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Total (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
APPRAISAL OF OCCUPATIONAL APTITUDES Arithmetical Computation and Reasoning (HMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Computation (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ARITHMETIC REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ARITHMETICAL PROBLEMS A/68 (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
ARMY ALPHA EXAMINATION - FIRST NEBRASKA EDITION Numerical (SPS)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
BASIC SKILLS IN ARITHMETIC (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	0	2	1	1	2	0	1	1	0	3	0	0	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Computation (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Reasoning (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Total (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Computation (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	1	2	P G G P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Total (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Mathematics Computation (CTB)	2	1	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	1	2	P G G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Mathematics Total (CTB)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	3	1	3	2	F G G G
CALIFORNIA ALGEBRA APTITUDE TEST Problems (AGS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ALGEBRA APTITUDE TEST Total (AGS)	1	1	1	0	1	0	0	0	0	2	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Numerical Reasoning (CTB)	1	0	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Numerical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Numerical Reasoning (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	2	2	P F G P
CANADIAN ACADEMIC APTITUDE TEST Mathematical Reasoning (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
CANADIAN ACHIEVEMENT TEST IN TECHNICAL AND COMMERCIAL MATHEMATICS Commercial (GCT)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CANADIAN ACHIEVEMENT TEST IN TECHNICAL AND COMMERCIAL MATHEMATICS Technical (GCT)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Arithmetic Computation (GCT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Facts, Terms, and Concepts (GCT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CLERICAL SKILLS SERIES Arithmetic (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLOSED HIGH SCHOOL PLACEMENT TEST: SERIES I Traditional Arithmetic (STS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Applications (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Computation (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Total (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	1	1	2	3	3	3	1	2	2	F G G G
CONTENT EVALUATION SERIES: MATHEMATICS TEST (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
COOPERATIVE MATHEMATICS TESTS Arithmetic (ETS)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Scholastic (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	1	1	2	0	1	1	0	3	0	1	3	1	P F F F
DETROIT GENERAL APTITUDES EXAMINATION Arithmetic (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Educational (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT TESTS OF LEARNING APTITUDE Number Ability (BMC)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Like Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Unlike Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Whole Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by One-Place Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by Two-Place Numbers (10A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by Two-Place Numbers (10B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division of Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication of Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication of Whole Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Per Cent (22A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Per Cent (22B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Regrouping Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	[illegible]	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Arithmetic (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Like Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Unlike Fractions (15A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Unlike Fractions (15B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Uneven Division Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Numerical Ability (PC)	0	1	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	2	1	F G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Mathematics (STS)	1	1	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
ESSENTIAL PROBLEM ARITHMETIC TEST (OB)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
FUNDAMENTAL ACHIEVEMENT SERIES Numerical (PC)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	1	P F F P
FUNDAMENTAL ACHIEVEMENT SERIES Verbal + Numerical (PC)	0	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	0	2	1	1	2	0	1	0	0	3	0	1	3	1	P F F F
GENERAL EMPLOYMENT REVIEW Mathematics (LLA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GENERAL EMPLOYMENT REVIEW Total (LLA)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRADED ARITHMETIC - MATHEMATICS TEST, DECIMAL CURRENCY EDITION (NFER)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Arithmetic Computation (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Arithmetic Reasoning (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Total Average (SV)	1	1	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
GROUP ACHIEVEMENT TEST - REVISED EDITION Arithmetic Computation (GCT)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Arithmetic Reasoning (GCT)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Arithmetic Computation (GCT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Arithmetic Computation (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	2	1	2	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	3	1	3	1	P G F F
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	3	1	1	1	P G F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY General Reasoning (SPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Numerical Operations (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Skills Mathematics Problem Solving (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
JASTAK TEST Arithmetic (RC)	0	1	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JASTAK TEST Motivation Factor (RC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	3	2	P F P P
JUNIOR MATH REASONING TEST (CA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KANSAS MATHEMATICS TEST (REVISED) Arithmetic (BEM)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
KUHLMANN-ANDERSON TEST - BOOKLET G Quantitative Score (PP)	0	1	1	1	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
KUHLMANN-ANDERSON TEST - BOOKLET H Quantitative Score (PP)	0	1	1	1	0	0	1	0	1	3	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	F F F F
MATHEMATICAL AND TECHNICAL TEST Calculations (GH)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Computation (HBJ)	2	1	2	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Problem Solving (HBJ)	2	1	2	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Total Mathematics (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P F G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Everyday Living (AGS	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Fundamental Processes (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Rate-Ratio-Proportion (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS, MATHEMATICS CONCEPTS (HMC)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
MULTIPLE APTITUDE TESTS Numerical Reasoning Arithmetic Computation (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Numerical Reasoning Arithmetic Reasoning (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Numerical Reasoning Total Test (CTB)	0	1	2	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	1	3	0	1	3	2	P G G F
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in Mathematics (PA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	1	P F F P
NORMAL BATTERY Computation (NIPR)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
OCCUPATIONAL EXAMINATION Mathematical Abilities (NLC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Mathematics (General Level) (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL / TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL EXAMINATION Mathematics (Lower Level) (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Mathematics (Senior Level) (NLC)	0	1	0	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	[illegible]	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	3	2	P F F P
PERSONNEL CLASSIFICATION TEST Numerical (PC)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	1	1	3	2	P F F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Number Facility (SRA)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P G F P
PRIMARY MENTAL ABILITIES FOR GRADES 9-12 Number Facility (SRA)	0	1	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	1	0	0	1	3	2	P G F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Arithmetic Computation (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	2	1	P G F P
SANDERS-SCHRADER GENERAL MATHEMATICS TEST (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	0	1	2	1	1	1	0	1	1	0	1	3	0	0	0	1	0	0	P F F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 2 Mathematics (ETS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Mathematics (ETS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
SCHUBERT GENERAL ABILITY BATTERY Arithmetic Problems (HS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Arithmetic Mechanical (NFER)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Arithmetic Problems (NFER)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Mathematics Computation (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	3	3	1	3	2	F G F G
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mathematics Computation (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
SOUTHEND ATTAINMENT TEST IN MECHANICAL ARITHMETIC (GH)	0	0	2	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematical Computation (SRA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P F G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematical Concepts (SRA)	2	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS			FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematics Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Arithmetic (SRA)	0	1	2	0	0	0	0	0	2	1	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	0	0	P G F P
STAFFORDSHIRE TEST OF COMPUTATION (GH)	0	1	2	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	0	2	1	1	1	0	0	1	0	1	1	0	0	0	0	1	2	P P F P
STANFORD ACHIEVEMENT TEST: ADVANCED Basic Battery (HBJ)	1	1	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Complete Battery (HBJ)	1	1	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Mathematics Applications (HBJ)	1	0	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Mathematics Computation (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Total Mathematics (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Numerical Competence (HBJ)	2	1	1	1	1	0	1	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F G F F
STANFORD TEST OF ACADEMIC SKILLS - LEVEL 1 Mathematics (HBJ)	2	1	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	1	2	F F F P
SURVEY OF ARITHMETIC ACHIEVEMENT: JUNIOR HIGH LEVEL (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P G F F
SURVEY OF MATHEMATICS ACHIEVEMENT: ADVANCED (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
SURVEY TEST OF ALGEBRAIC APTITUDE (CTB)	0	1	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	3	0	3	0	1	0	0	P F G P
TEST OF GENERAL ABILITY, LEVEL 4 Numerical (GTA)	1	1	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P G F F
TEST OF GENERAL ABILITY, LEVEL 5 Numerical (GTA)	1	1	1	0	0	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL C Arithmetic Skills (EITS)	2	1	2	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	F G G P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL C Total (EITS)	2	0	1	1	1	0	0	0	2	2	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	1	1	3	1	3	1	0	0	0	F G G P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL D Arithmetic Application (EITS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL D Arithmetic Skills (EITS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL D Total (EITS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
TURSE CLERICAL APTITUDES TEST Learning Ability Scope (HBJ)	0	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	3	0	1	3	1	P F F F
TURSE CLERICAL APTITUDES TEST Number Skills (HBJ)	0	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	2	0	1	3	1	P F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Arithmetic (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	0	1	0	0	0	0	0	0	1	1	2	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Arithmetic (GAD)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	3	2	1	0	0	P F F P
30B. Number Concepts, Systems, and Sets																																								
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Mathematics Concepts and Problems (CTB)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	3	2	P G G F
CONTEMPORARY MATHEMATICS TEST Advanced (Senior High) (CTB)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	0	2	P G F F
CONTEMPORARY MATHEMATICS TEST Junior High Level (CTB)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	P G F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Concepts (HBJ)	2	1	0	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P F G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Numeration (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Mathematics Concepts (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL C Modern Concepts (EITS)	2	1	1	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	P G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
30C. *Measurement*																																								
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Practical Measurements (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Measurement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Operations with Measures (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Measurements and Formulas (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Mathematical Concepts (NFER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
31. *APPLIED MATHEMATICS*																																								
31A. *Business and Consumer Mathematics*																																								
ACCOUNTING ORIENTATION TEST, HIGH SCHOOL LEVEL Accounting Problems (IPR)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ACCOUNTING ORIENTATION TEST, HIGH SCHOOL LEVEL Arithmetic Reasoning (IPR)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
ACCOUNTING ORIENTATION TEST, HIGH SCHOOL LEVEL Total (IPR)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Problems (NBEA	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS Machine Calculation Test (NBEA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
NM CONSUMER MATHEMATICS TEST (M)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P G F P
TEST FOR ABILITY TO SELL Selling Problems (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	-	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
31B. *Industrial and Vocational Mathematics*																																								
APPRAISAL OF OCCUPATIONAL APTITUDES Desk Calculator (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
INDUSTRIAL TRAINING CLASSIFICATION TEST (UBS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONNEL TESTS FOR INDUSTRY Numerical Test (PC)	0	1	2	0	0	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
PURDUE INDUSTRIAL MATHEMATICS TEST (PRF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P G F P
31C. Computer Programming																																								
31D. Computer Theory and Practice																																								
32. ALGEBRA																																								
ALGEBRA SURVEY TEST - SECOND SEMESTER Total (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	0	1	2	1	0	1	0	1	2	0	1	2	0	0	0	1	0	0	P P F P
BLYTH SECOND-YEAR ALGEBRA TEST (HBJ)	2	1	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
CONTEMPORARY MATHEMATICS TEST Algebra (CTB)	2	1	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
CONTENT EVALUATION SERIES: MODERN ALGEBRA TEST (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	2	P G G P
COOPERATIVE MATHEMATICS TESTS Algebra II (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
COOPERATIVE MATHEMATICS TESTS Algebra III (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ERB MODERN SECOND YEAR ALGEBRA TEST (ERB)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
FUNDAMENTALS EVALUATION TEST Mathematics (SV)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	1	1	3	1	P F F P
KEPNER MID-YEAR ALGEBRA ACHIEVEMENT TESTS (BERS)	2	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
MATHEMATICAL ACHIEVEMENT TEST (NIPR)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MID-YEAR ALGEBRA TEST (HBJ)	2	0	2	0	1	0	0	0	1	2	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	F G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Algebra Test for Engineering Science (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	0	0	1	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Mathematics Part A (HBJ)	2	0	1	1	1	0	1	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F G F F
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Mathematics Total (HBJ)	2	0	1	1	1	0	1	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	0	2	0	1	3	2	F G F F
TESTS OF ACADEMIC PROGRESS, FORM S Mathematics (HMC)	2	1	1	0	1	0	0	0	2	2	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	1	0	2	0	1	3	2	F G F F
VOTAW ALGEBRA TEST (SV)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
32A. Algebraic Skills and Concepts																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Elementary Algebra (BMC)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA READINESS TEST General Numbers (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	1	P G F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Algebraic Concepts (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Changing Algebraic Expressions (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Factoring (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Formulas and Graphs (BMC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Total (BMC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Algebraic Concepts (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Algebraic Processes (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Fractions (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE MATHEMATICS TESTS Algebra I (ETS)	1	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
DIAGNOSTIC TEST IN BASIC ALGEBRA (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
IOWA ALGEBRA APTITUDE TEST (BMC)	1	0	1	0	1	0	0	1	0	2	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JUNIOR HIGH SCHOOL MATHEMATICS TEST Problems (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
KANSAS MATHEMATICS TEST (REVISED) Algebra (BEM)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Operations with Polynomials and Rational Expressions (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Algebra (Applications) (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Algebra (Fundamental Operations) (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS First Year Algebra Test (PA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
ORLEANS-HANNA ALGEBRA PROGNOSIS TEST (HBJ)	1	1	2	0	1	0	0	1	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	0	0	F F F P
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Algebra Manipulative (NFER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Modern Mathematics (SRA)	0	1	0	0	0	0	0	0	1	1	1	2	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	0	0	P G F P
TUCKER-SANDERS ALGEBRA TEST Test II (BEM)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
32B. Real and Complex Number Systems																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Properties of the Number Systems (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
32C. Equations and Inequalities																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Advanced Algebra (BMC)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Deriving Equations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Solving Equations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Solving Equations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CANADIAN NEW ACHIEVEMENT TEST IN MATHEMATICS (GCT)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	2	1	3	2	P G F F
ERB MODERN ELEMENTARY ALGEBRA TEST (ERB)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
ILLINOIS ALGEBRA TEST - TEST I (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
ILLINOIS ALGEBRA TEST - TEST II (BMC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
LANKTON FIRST YEAR ALGEBRA TEST (HBJ)	2	1	1	1	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Equations and Inequalities (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Problem Solving (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SECONDARY MATHEMATICS TESTS, SERIES B 1-7) Algebra Applied (NFER)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
TUCKER-SANDERS ALGEBRA TEST Test I (BEM)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
32D. Exponents, Radicals, Logarithms, and Functions																																								
ALGEBRA SURVEY TEST - SECOND SEMESTER Functional Relationships (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	0	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Relations, Functions and Graphs (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
32E. Linear Algebra																																								
33. GEOMETRY																																								
COOPERATIVE MATHEMATICS TESTS Geometry Total (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MID-YEAR GEOMETRY TEST (HBJ)	2	0	2	0	1	0	0	0	1	2	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	0	3	2	F G G P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
33A. Informal Geometry																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA ALGEBRA APTITUDE TEST Formulas (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE MATHEMATICS TESTS Geometry Part I (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P G F P
IOWA GEOMETRY APTITUDE TEST (BERS)	0	0	0	0	1	0	0	0	0	3	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	2	0	1	3	2	P F F F
JUNIOR HIGH SCHOOL MATHEMATICS TEST Concepts (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JUNIOR HIGH SCHOOL MATHEMATICS TEST Total (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Areas and Volumes (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Circles and Spheres (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Comparing Quantities (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Describing Points in Space (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Polygons and Polyhedrons (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, MATHEMATICS - LEVEL C Geometry - Measurement - Application (EITS)	2	0	1	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	P G G P
33B. The Nature of Proof in Mathematics																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Supplementary Areas of Work (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
33C. Euclidean Plane Geometry																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Plane Geometry (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
CANADIAN ACHIEVEMENT TEST IN MATHEMATICS (GCT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CONTENT EVALUATION SERIES: MODERN GEOMETRY TEST (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	2	P F G P
HOWELL GEOMETRY TEST (HBJ)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Figures Which Are Exactly Alike (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Introductory Ideas and Terms (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Parallel Lines and Planes (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Plane Geometry (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	3	0	2	0	1	0	1	P G G P
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Geometry (NFER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
TUCKER-SANDERS PLANE GEOMETRY TEST Test I (BEM)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
TUCKER-SANDERS PLANE GEOMETRY TEST Test II (BEM)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
33D. Coordinate Plane Geometry																																								
33E. Solid Geometry																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Solid Geometry (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Solid Geometry (PA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
34. TRIGONOMETRY																																								
COOPERATIVE MATHEMATICS TESTS Trigonometry (ETS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
RASMUSSEN TRIGONOMETRY TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
34A. Trigonometric Ratios																																								
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Trigonometry (NFER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
34B. Coordinate Trigonometry																																								
34C. Trigonometric Formulas and Identities																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
34D. *Trigonometric Circular Functions*																																								
35. *PROBABILITY AND STATISTICS*																																								
35A. *Organizing and Presenting Statistical Data*																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Graphs (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
35B. *Descriptive Statistics*																																								
35C. *Probability Concepts and Distributions*																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 9 Miscellaneous (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
35D. *Statistical Inference*																																								
36. *ADVANCED MATHEMATICS*																																								
36A. *Analysis and Elementary Functions*																																								
36B. *Analytic Geometry*																																								
COOPERATIVE MATHEMATICS TESTS Analytic Geometry (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
36C. *Calculus*																																								
COOPERATIVE MATHEMATICS TESTS Calculus (ETS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MUSIC																																								
37. *KNOWLEDGE OF MUSIC*																																								
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
37A. Nature and Scope of Music																																								
37B. Elements and Media of Music																																								
DRAKE MUSICAL APTITUDE TESTS Rhythm (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL / TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	0	0	1	0	0	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
KNUTH ACHIEVEMENT TESTS IN MUSIC: RECOGNITION OF RHYTHM AND MELODY, DIVISION 3 (CARA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Imagery (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Imagery (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT (BERS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Subtest A (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Subtest B (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Feeling for Tonal Center (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Major-Minor Mode Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Instrument Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Pitch Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Tonal Memory (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
MUSIC ACHIEVEMENT TESTS - TEST 4 Auditory-Visual Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P G G P
SNYDER KNUTH MUSIC ACHIEVEMENT TEST (CARA)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P P P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
37C. Structure and Organization of Music																																								
DRAKE MUSICAL APTITUDE TESTS Musical Memory (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	1	1	1	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	0	0	P F G P
KWALWASSER-DYKEMA MUSIC TESTS Melodic Taste (CF)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Movement (CF)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Interval Discrimination (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 1 Meter Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 1 Total (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Melody Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Cadence Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Subtest B (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	0	2	P F G P
MUSICAL APTITUDE PROFILE Composite (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	0	2	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
MUSICAL APTITUDE PROFILE Musical Sensitivity Balance (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Phrasing (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Style (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F
MUSICAL APTITUDE PROFILE Musical Sensitivity Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
MUSICAL APTITUDE PROFILE Tonal Imagery Harmony (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F
MUSICAL APTITUDE PROFILE Tonal Imagery Melody (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MUSICAL APTITUDE PROFILE Tonal Imagery Total (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
37D. Knowledge of Musical Works																																								
KWALWASSER TEST OF MUSIC INFORMATION AND APPRECIATION (BERS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Subtest A (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
37E. Analysis of Musical Works																																								
38. PRODUCTION OF MUSIC																																								
38A. Vocal Performing Skills in Music																																								
38B. Instrumental Performing Skills in Music																																								
WATKINS-FARNUM PERFORMANCE SCALE B-Flat Cornet, Baritone (Treble-Clef) (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Flute (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE French Horn (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Saxophone, Oboe (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Snare Drum (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Soprano Clarinet, Alto Clarinet and Bass Clarinet (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Trombone, Baritone (Bass Clef), Bassoon (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Tuba (HLM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
38C. Compositional Skills in Music																																								
39. RESPONSE TO MUSIC																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
39A. Personal Response to Music																																								
39B. Judgmental Response to Music																																								
PERSONALITY CHARACTERISTICS																																								
40. TEMPERAMENT																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Multiple Themes (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Omissions (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Questionable (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Sexual (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Unclassifiable (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BUTTONS Content Score (WPS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	1	0	0	P P F P
BUTTONS Initial Score (WPS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P P P P
BUTTONS Total Score (WPS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	2	0	0	0	1	0	0	P P F P
JESNESS INVENTORY Social Maladjustment (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JESNESS INVENTORY Value Orientation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	2	2	P F F P
McGUIRE SAFE DRIVER SCALE (WPS)	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
MINNESOTA RATING SCALE FOR PERSONAL QUALITIES AND ABILITIES (UMP)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
ROTTER INCOMPLETE SENTENCES BLANK (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
40A. Emotional Security																																								
ADJUSTMENT INVENTORY Emotionality (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
ASSOCIATION ADJUSTMENT INVENTORY Depressed - Optimistic (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Anxious - Relaxed (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Block Score (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY General Scoring Key (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Hysteric - Non-Hysteric (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Juvenility (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Psychosomapathic - Physical Contentment (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Psychotic Responses (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Schizophrenic - Objective (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Neurological (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Neurological (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Self-Control (CPP)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Sense of Well-Being (CPP)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Nervous Symptoms (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Nervous Symptoms (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Withdrawing Tendencies (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Attention Seeking (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	[illegible]	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cheerfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Depression (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Emotional (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Hyperactivity (ESS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Hypersensitivity (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Irritability (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Self Consciousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Tenseness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Worrier (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CURTIS COMPLETION FORM (WPS)	1	1	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
DEPRESSION ADJECTIVE CHECK LIST (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
DRIVER ATTITUDE SURVEY Alcohol (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
EGO STRENGTH Q-SORT TEST Good Mental Health (PA)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
EGO STRENGTH Q-SORT TEST Physical Status (PA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
EGO STRENGTH Q-SORT TEST Total Ego Strength (PA)	2	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
EYSENCK PERSONALITY INVENTORY Neuroticism (EITS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
FIVE TASK TEST Emotionality Score (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
FIVE TASK TEST Projective Cut-Out Task (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Anxiety-Tension-Stress (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Depressive-Defeatist Thoughts and Feelings (WPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Total (WPS)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
GORDON PERSONAL PROFILE Emotional Stability (HBJ)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GROUP PERSONALITY PROJECTIVE TEST Tension Reduction Quotient (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Total (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GUILFORD-MARTIN INVENTORY OF FACTORS GAMIN Nervousness (SPS)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Emotional Stability (SPS)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
HAND TEST Bizarre (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Fear (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST High Minus Low Score (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Emotions (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Dejection (EAC)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Emotional Control (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF General Morale (EAC)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Irritability (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Nervousness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
INVENTORY OF FACTORS STDCR Cycloid Disposition (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
INVENTORY OF FACTORS STDCR Depression (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
IPAT 8-FORM BATTERY Average Item Score (IPAT)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
IPAT 8-FORM BATTERY Sum of Subtest Scores (IPAT)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F F P
IPAT SELF-ANALYSIS FORM Total Anxiety Scale (IPAT)	2	1	1	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	2	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Observer Anger Control vs. Hypersensitivity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Calmness vs. Anxiousness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Enthusiasm vs. Depression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Anger Control vs. Hypersensitivity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Calmness vs. Anxiousness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Enthusiasm vs. Depression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Withdrawal (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (EITS)	1	1	2	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	1	2	0	0	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
KENT-ROSANOFF FREE ASSOCIATION TEST (CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
MAUDSLEY PERSONALITY INVENTORY Neuroticism (EITS)	1	1	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
MICHIGAN PICTURE TEST Combined Maladjustment Index (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Direction of Forces (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Popular Objects (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Psychosexual Level (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Tension Index (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA COUNSELING INVENTORY Adjustment to Reality (PC)	2	0	1	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	2	0	1	0	2	P F F P
MINNESOTA COUNSELING INVENTORY Emotional Stability (PC)	2	1	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	2	0	1	0	2	P F F P
MINNESOTA COUNSELING INVENTORY Mood (PC)	2	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Working Conditions (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H Personal-Psychological Relations (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
NEUROTICISM SCALE QUESTIONNAIRE Anxiety (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism (ULP)	0	0	2	0	1	0	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Composite Anxiety Score (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Susceptibility to Annoyance (Common Annoyances)	(IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE ANALYTIC ANXIETY BATTERY Susceptibility to Embarrassment (Embarrassing Circumstances)	(IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL AUDIT - FORM LL Stability - Instability	(SRA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONAL AUDIT - FORM LL Steadiness - Emotionality	(SRA)	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONAL AUDIT - FORM LL Tranquility - Irritability	(SRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONALITY INVENTORY Introversion - Extroversion	(CPP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY INVENTORY Neurotic Tendency	(CPP)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Disposition	(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Nervous - Calmness	(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Anxiety	(ORT)	2	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Personal Temperament	(BER)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
PUPIL BEHAVIOR INVENTORY Socio-Emotional State	(CP)	1	0	1	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM i Affective	(IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Affective	(IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Tendency Toward Depression	(SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Total Emotional Adjustment	(SRA)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Fear, Escape	(IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Pugnacity-Sadism	(IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF PERCEPTION INVENTORY Anxiety (PEP)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Depression (PEP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY General Maladjustment (PEP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Time Score (PEP)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SOCIAL ADJUSTMENT INVENTORY (RCTU)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
STATE-TRAIT ANXIETY INVENTORY (SELF-EVALUATION QUESTIONNAIRE) A-State (CPP)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
STATE-TRAIT ANXIETY INVENTORY (SELF-EVALUATION QUESTIONNAIRE) A-Trait (CPP)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
STS YOUTH INVENTORY About Myself (STS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Attitude Scale (PPI)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Depressive (PPI)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Nervous (PPI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Subjective (PPI)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TELLING WHAT I DO (DETROIT ADJUSTMENT INVENTORY) (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
THURSTONE TEMPERAMENT SCHEDULE Stable (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
VOCATIONAL PREFERENCE INVENTORY Self-Control (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Lack of Self-Confidence (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
40B. Realistic Responsibility																																								
ASSOCIATION ADJUSTMENT INVENTORY Rigid - Flexible (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Communality (CPP)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Flexibility (CPP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Responsibility (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Conscientiousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Daydreaming (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Distractibility (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Impulsiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Methodicalness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Over-Carefulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
COPE (COPING OPERATIONS PREFERENCE ENQUIRY) Denial (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COPE (COPING OPERATIONS PREFERENCE ENQUIRY) Isolation (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COPE (COPING OPERATIONS PREFERENCE ENQUIRY) Projection (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COPE (COPING OPERATIONS PREFERENCE ENQUIRY) Regression (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COPE (COPING OPERATIONS PREFERENCE ENQUIRY) Turning-Against-The-Self (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DF OPINION SURVEY Realistic Thinking (SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DIFFERENTIAL VALUE PROFILE Material (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DRIVER ATTITUDE SURVEY Faking (SPS)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Compulsive-Obsessive-Rigid Behavior (WPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GETTING ALONG Getting Along with One's Self (TL)	1	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GORDON PERSONAL PROFILE Responsibility (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GROUP PERSONALITY PROJECTIVE TEST Withdrawal (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GUILFORD-HOLLEY L INVENTORY Meticulousness (SPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
HAND TEST Average Initial Reaction Time (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Number of Responses (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HOW WELL DO YOU KNOW YOURSELF Consistency (EAC)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Practicality (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Punctuality (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Seriousness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
JESNESS BEHAVIOR CHECKLIST Observer Insight vs. Unawareness and Indecisiveness (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Insight vs. Unawareness and Indecisiveness (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientious (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	[illegible]	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Uncontrolled vs. Controlled (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Responsibility in Home (NFER)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Verb Tense (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Security (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
PERSONAL AUDIT - FORM LL Contentment - Worry (SRA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	[illegible]	0	2	0	1	0	0	0	0	1	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONAL ORIENTATION INVENTORY Feeling Reactivity (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Nature of Man (EITS)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Self-Actualizing Value (EITS)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Synergy (EITS)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Time Competence (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL VALUES ABSTRACT Socialization (CPP)	1	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PERSONALITY RATING SCALE Dependability (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Neatness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Punctuality (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM i Reverie (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Reverie (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
SELF PERCEPTION INVENTORY Supervision (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Uncommon Response (PEP)	1	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
STS YOUTH INVENTORY Things in General (STS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P G F P
SURVEY OF PERSONAL VALUES Orderliness (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
SURVEY OF PERSONAL VALUES Practical Mindedness (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Self-Disciplined (PPI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Conventional (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VOCATIONAL PREFERENCE INVENTORY Realistic (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY National Issues (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
40C. Inquiring Boldness																																								
ADJUSTMENT INVENTORY Masculinity - Feminity (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
ALPHA BIOGRAPHICAL INVENTORY Creativity (PrP)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
INVENTORY OF FACTORS STDCR Rathymia (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
INVENTORY OF FACTORS STDCR Thinking Introversion - Extraversion (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ASSOCIATION ADJUSTMENT INVENTORY Impulsive - Restrained (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Depression (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Inconsequence (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Ovract (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Unract (EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Depression (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Inconsequence (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Ovract (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Unract (EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Capacity for Status (CPP)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Psychological-Mindedness (CPP)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
	Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Decisiveness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Fatigue	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Inquisitiveness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Intellectual Passivity	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Rapid Response	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Resourcefulness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Rigidity	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Slow-Tempo	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CURIOSITY INVENTORY	(MFF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	0	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
DF OPINION SURVEY Adventure vs. Security	(SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DF OPINION SURVEY Cultural Conformity	(SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DF OPINION SURVEY Need for Diversion	(SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DRIVER ATTITUDE SURVEY "Misses"	(SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
DRIVER ATTITUDE SURVEY Violation	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
EYSENCK PERSONALITY INVENTORY Extraversion - Introversion	(EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
FAMOUS SAYINGS Social Acquiescence	(PTS)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	P F P P
GORDON PERSONAL INVENTORY Cautiousness	(HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GORDON PERSONAL INVENTORY Original Thinking	(HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GORDON PERSONAL INVENTORY Vigor (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GUILFORD-MARTIN INVENTORY OF FACTORS GAMIN General Activity (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY General Activity (SPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Restraint (SPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Thoughtfulness (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
HAND TEST Acquisition (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Description (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Environmental (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HOW WELL DO YOU KNOW YOURSELF Ambitiousness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Dynamism (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Impulsiveness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Novelty-Loving (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Positive Mental Qualities (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JESNESS INVENTORY Immaturity (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JIM SCALE STUDENT QUESTIONNAIRE (OSU)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	0	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Lie Scale (EITS)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Tough-minded vs. Tender-minded (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Freedom of Movement (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Activity (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Creativity (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	2	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE TCT Score (VPR)	2	0	1	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Variety (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H Social and Recreational Activities (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
NEUROTICISM SCALE QUESTIONNAIRE Depression (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NEUROTICISM SCALE QUESTIONNAIRE Tendermindedness (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NEUROTICISM SCALE QUESTIONNAIRE Total (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Acceptance of Good Aphorisms (Wise Statements) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE ANALYTIC ANXIETY BATTERY Emotionality of Comment (What is Your Comment?) (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL AUDIT - FORM LL Persistence - Fluctuation (SRA)	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P P F P
PERSONAL VALUES ABSTRACT Modernity (CPP)	1	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PICTORIAL STUDY Genlike (PA)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	1	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF PERCEPTION INVENTORY Rigidity - Dogmatism (PEP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SRT SCALE (PA)	0	0	2	1	1	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
SURVEY OF PERSONAL VALUES Variety (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Active-Social (PPI)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Passivity (MB)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	1	0	0	0	0	P F F P
THURSTONE TEMPERAMENT SCHEDULE Active (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
THURSTONE TEMPERAMENT SCHEDULE Impulsive (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
THURSTONE TEMPERAMENT SCHEDULE Reflective (SRA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
VOCATIONAL PREFERENCE INVENTORY Artistic (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Infrequency (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Intellectual (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Status (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Orientation for Change (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
40D. Productive Self Assertion																																								
ADJUSTMENT INVENTORY Submissiveness (CPP)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
INVENTORY OF FACTORS STDCR Social Introversion - Extraversion (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Unforthcomingness (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Unforthcomingness (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Achievement via Conformance (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Achievement via Independence (CPP)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Dominance (CPP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Femininity (CPP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Socialization (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Self-Reliance (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Self-Reliance (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Social Skills (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Assertiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Conformity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Dependence (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Dominance (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Independence (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Leadership (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1		0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Submissiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Verbal Expressiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Withdrawal (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
DF OPINION SURVEY Need for Freedom (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DF OPINION SURVEY Self-Reliance vs. Dependence (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
DIFFERENTIAL VALUE PROFILE Power (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DIMOCK L INVENTORY A Scale (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
DIMOCK L INVENTORY FN Scale (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
DIMOCK L INVENTORY Total (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P P F P
DIMOCK L INVENTORY YN Scale (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
FAMOUS SAYINGS Conventional Mores (PTS)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	P F P P
FIRO-B Control Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Control Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
GORDON PERSONAL PROFILE Ascendancy (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GROUP PERSONALITY PROJECTIVE TEST Neuroticism (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GUILFORD-HOLLEY L INVENTORY Aggressiveness (SPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-HOLLEY L INVENTORY Discipline (SPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-MARTIN INVENTORY OF FACTORS GAMIN Ascendance - Submission (SPS)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-MARTIN PERSONNEL INVENTORY Agreeableness (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Ascendance (SPS)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Friendliness (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Sociability (SPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
TEST NAME	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts. Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HAND TEST Acting-Out Ratio (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Aggression (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Dependence (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Exhibition (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Experience Ratio (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HOW WELL DO YOU KNOW YOURSELF Cooperativeness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Submissiveness (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Leadership (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JESNESS BEHAVIOR CHECKLIST Observer Conformity vs. Non-Conformity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Effective Communication vs. Inarticulateness (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Friendliness vs. Hostility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Independence vs. Dependence (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Conformity vs. Non-Conformity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Effective Communication vs. Inarticulateness (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Friendliness vs. Hostility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Independence vs. Dependence (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			* SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Adventurous (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P	F	F	P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Undemonstrative vs. Excitable (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P	F	F	P
LEADERSHIP ABILITY EVALUATION Autocratic - Aggressive (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P	G	F	P
LEADERSHIP ABILITY EVALUATION Autocratic - Submissive (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P	G	F	P
LEADERSHIP ABILITY EVALUATION Democratic - Cooperative (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P	G	F	P
LEADERSHIP ABILITY EVALUATION Laissez-Faire (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P	G	F	P
LEADERSHIP ABILITY EVALUATION Total (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P	G	F	P
MANCHESTER SCALES OF SOCIAL ADAPTATION Handling of Money (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P	F	P	P
MANCHESTER SCALES OF SOCIAL ADAPTATION Self-Direction (Total) (NFER)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	P	F	P	P
MANCHESTER SCALES OF SOCIAL ADAPTATION Self-Help (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P	P	P	P
MAUDSLEY PERSONALITY INVENTORY Extraversion (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P	F	F	P
MINNESOTA COUNSELING INVENTORY Leadership (PC)	2	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	1	0	1	0	2	P	F	F	P
MINNESOTA IMPORTANCE QUESTIONNAIRE Authority (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P	F	F	P
MINNESOTA IMPORTANCE QUESTIONNAIRE Independence (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P	F	F	P
MINNESOTA IMPORTANCE QUESTIONNAIRE Responsibility (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P	F	F	P
NEUROTICISM SCALE QUESTIONNAIRE Submissiveness (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P	F	F	P
NEW JUNIOR MAUDSLEY INVENTORY Extraversion (ULP)	0	1	2	0	1	0	0	0	2	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P	F	F	P
PERSONAL AUDIT - FORM LL Firmness - Indecision (SRA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P	F	F	P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONAL ORIENTATION INVENTORY Acceptance of Aggression (EITS)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Existentiality (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Inner Directed (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Spontaneity (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY INVENTORY Dominance - Submission (CPP)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Boisterous - Quietness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Teacher Dependence (CP)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM i Effective (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Effective (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Aggressive Behavior (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Inhibitory Control (SRA)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Conformity (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Independence (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Leadership (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Support (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SURVEY OF PERSONAL VALUES Decisiveness (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Dominant (PPI)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Aggressiveness (MB)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Competitiveness (MB)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Total (MB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	2	0	0	0	0	P F F P
THURSTONE TEMPERAMENT SCHEDULE Dominant (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
VOCATIONAL PREFERENCE INVENTORY Acquiescence (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Enterprising (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Masculinity (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
40E. Friendliness and Trust																																								
ADJUSTMENT INVENTORY Hostility (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
ASSOCIATION ADJUSTMENT INVENTORY Paranoid - Naive (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Withdrawal (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Withdrawal (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Dances, Social Functions, Etc. (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Good Impression (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Belligerence (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Distrustfulness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Generosity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Gregariousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
DEMOS D-SCALE Influences by Peers and Parents (WPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DRIVER ATTITUDE SURVEY Personal Relations (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
EGO STRENGTH Q-SORT TEST Social Status (PA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FAMOUS SAYINGS Hostility (PTS)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	P F P P
FIRO-B Affection Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Affection Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Inclusion Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Inclusion Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-F Affection Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FIRO-F Affection Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FIRO-F Control Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FIRO-F Inclusion Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FIRO-F Inclusion Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Friendship-Socialization (WPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GORDON PERSONAL INVENTORY Personal Relations (HBJ)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GORDON PERSONAL PROFILE Sociability (HBJ)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	1	0	0	0	1	0	0	P G F P
GROUP PERSONALITY PROJECTIVE TEST Affiliation (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Nurturance (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Succorance (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Social Activity: Gregarious Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HAND TEST Affection (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HOW WELL DO YOU KNOW YOURSELF Test Objectivity (EAC)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Cooperation (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Sociability (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JESNESS BEHAVIOR CHECKLIST Observer Rapport vs. Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Rapport vs. Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JESNESS INVENTORY Denial (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Warmhearted (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Sociably Group-Dependent vs. Self-Sufficient (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Zestful vs. Circumspect Individualism (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Peer (IOE)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MICHIGAN PICTURE TEST Interpersonal Relations (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA COUNSELING INVENTORY Social Relationships (PC)	2	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	3	0	1	0	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Company Policies and Practices (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Co-Workers (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA IMPORTANCE QUESTIONNAIRE Supervision Human Relations (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESTOA IMPORTANCE QUESTIONNAIRE Supervision Technical (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H Courtship, Sex, and Marriage (PC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
MOONEY PROBLEM CHECK LIST H Social-Psychological Relations (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Number of Friends Recalled (Friends) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
PERSONAL AUDIT - FORM LL Frankness - Evasion (SRA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P G F P
PERSONAL ORIENTATION INVENTORY Capacity for Intimate Contact (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY INVENTORY Self-Sufficiency (CPP)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY INVENTORY Sociability (CPP)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Sociability (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PROBLEM CHECKLIST - RURAL YOUTH FORM Relations with People (BER)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
Q-TAGS TEST OF PERSONALITY - FORM i Social (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Social (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Introversive - Extroversive (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Superego (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Expressive - Responsive (PPI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Withdrawal (MB)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	P F F P
THURSTONE TEMPERAMENT SCHEDULE Sociable (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VOCATIONAL PREFERENCE INVENTORY Social (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Family Unity (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
40F. Sensitivity and Concern																																								
ASSOCIATION ADJUSTMENT INVENTORY Withdrawal - Sociable (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	P G P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Intellectual Efficiency (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Tolerance (CPP)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Active Helpfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cooperativeness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cruelty (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Kindness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CONTACT PERSONALITY FACTOR (IPAT)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	1	0	0	P F G P
DIFFERENTIAL VALUE PROFILE Humanitarian (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DRIVER ATTITUDE SURVEY Accident (SPS)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
GJILFORD-HOLLEY L INVENTORY Benevolence (SPS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-MARTIN PERSONNEL INVENTORY Cooperativeness (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Personal Relations (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Manifest Aggression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Social Service (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Critical Severity vs. Indulgent Standards (Real Life Judgments) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL AUDIT - FORM LL Tolerance - Intolerance (SRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONAL VALUES ABSTRACT Femininity (CPP)	1	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PERSONALITY RATING SCALE Cooperation (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM i Hostility (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Hostility (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Protectiveness (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SELF PERCEPTION INVENTORY Authoritarianism (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Benevolence (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Hostile (PPI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Sympathetic (PPI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
YOUTH RESEARCH SURVEY Family Social Concerns (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Human Relations (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Social Action (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
41. ATTITUDINAL FACTORS OF ACHIEVEMENT																																								
MOONEY PROBLEM CHECK LIST H Total Test (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
ROHDE SENTENCE COMPLETION (WPS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
41A. Self-Concept																																								
ADJUSTMENT INVENTORY Home Adjustment (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
CALIFORNIA PSYCHOLOGICAL INVENTORY Self-Acceptance (CPP)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	[illegible]	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Sociability (CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Feeling of Belonging (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Personal Adjustment (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Sense of Personal Freedom (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Sense of Personal Worth (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Total Adjustment (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Withdrawing Tendencies (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Feeling of Belonging (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Personal Adjustment (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Sense of Personal Freedom (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Sense of Personal Worth (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Total Adjustment (CTB)	1	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Boastfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Low Self Esteem (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Self Confidence (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
DF OPINION SURVEY Need for Attention (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
EGO STRENGTH Q-SORT TEST Ego Status (PA)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FIRO-F Control Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Goals: Religious-Philosophical (WPS)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Inadequacy: Feelings and Behavior (WPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GUILFORD-MARTIN INVENTORY OF FACTORS GAMIN Inferiority Feelings (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-MARTIN INVENTORY OF FACTORS GAMIN Masculinity - Femininity (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-MARTIN PERSONNEL INVENTORY Objectivity (SPS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Masculinity (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Objectivity (SPS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Personal Satisfaction (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Academic Adequacy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Autonomy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Body-Build (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
HOW I SEE MYSELF SCALE - SECONDARY FORM Boys - Social (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Girls - Social (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Interpersonal Adequacy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Peer (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
HOW I SEE MYSELF SCALE - SECONDARY FORM Physical Adequacy (FERDC)	0	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Physical Appearance (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Vocational Assurance (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
JESNESS INVENTORY Autism (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JESNESS INVENTORY Repression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Self-Assured vs. Apprehensive (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
K D PRONENESS CHECK LIST (WPS)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P P F P
K D PRONENESS SCALE (WPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	0	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Family (IOE)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY General (IOE)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Total Test (IOE)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - WHAT WOULD YOU DO? (IOE)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MICHIGAN PICTURE TEST Personal Pronouns (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA COUNSELING INVENTORY Conformity (PC)	2	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	2	0	1	0	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Social Status (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	2	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MOONEY PROBLEM CHECK LIST H Finances, Living Conditions, and Employment (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
OBJECTIVE ANALYTIC ANXIETY BATTERY Honesty in Admitting Common Frailties (Do You Sometimes...?) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE ANALYTIC ANXIETY BATTERY Modesty in Assuming Skill in Untried Performance (Survey of Experience and Skills) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL ORIENTATION INVENTORY Self-Acceptance (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONAL ORIENTATION INVENTORY Self-Regard (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY INVENTORY Self-Confidence (CPP)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Happiness and Satisfaction (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Intellectual and School Status (CRT)	2	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Physical Appearance and Attributes (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
SCHOOL MOTIVATION ANALYSIS TEST Narcism (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Self-Sentiment (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Role Expectations (POM)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A General Self (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Home - Parents (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Lie Scale (SC)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A School - Academic (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Social Self - Peers (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Total (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF-ESTEEM INVENTORY - FORM B (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Consistency (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY General Adjustment (PEP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Paranoia (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Self-Actualization (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF VALUATION TEST (JPB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
STUDY ATTITUDES AND METHODS SURVEY Study Anxiety (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
SURVEY OF INTERPERSONAL VALUES Recognition (SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Behavior (CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Column Total (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Distribution (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Family Self (CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Identity (CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Moral-Ethical Self (CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Personal Self (CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Physical Self (CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Row Total V (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Self Criticism (CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
TENNESSEE SELF CONCEPT SCALE Self Satisfaction (CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Social Self (CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Total P (CRT)	1	1	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Total Variability (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
WAHLER SELF-DESCRIPTION INVENTORY Favorable Scale (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
WAHLER SELF-DESCRIPTION INVENTORY Unfavorable Scale (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Life Partner (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
YOUTH RESEARCH SURVEY Meaningful Life (YRC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Personal Faults (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Self-Regard (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
41B. Achievement Motivation																																								
ALPHA BIOGRAPHICAL INVENTORY Academic Performance (PRP)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	2	0	0	0	0	0	P F F P
CASSEL GROUP LEVEL OF ASPIRATION TEST Aspiration "D" Score (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Clinical "D" Score (WPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST First Goal Score (WPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
CASSEL GROUP LEVEL OF ASPIRATION TEST Hausmann Score (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
CASSEL GROUP LEVEL OF ASPIRATION TEST Level of Aspiration Quotient (LAQ) (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
CLASSROOM BEHAVIOR INVENTORY Academic Seriousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CLASSROOM BEHAVIOR INVENTORY Achievement Orientation (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Attentiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Competitiveness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Concentration (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Perseverance (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Work Fluctuation (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 2 Financial Gains (CRAC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
EGO STRENGTH Q-SORT TEST Goal Setting and Striving (PA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FAMOUS SAYINGS Fear of Failure (PTS)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	P F P P
GUILFORD-HOLLEY L INVENTORY Ambition (SPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Esteem (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOURSELF Persistence (EAC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Efficiency (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Positive Physical Qualities (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JESNESS BEHAVIOR CHECKLIST Observer Responsibility vs. Irresponsibility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Responsibility vs. Irresponsibility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
MEASURES OF SELF CONCEPT - CHOOSE A JOB INVENTORY (IOE)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA IMPORTANCE QUESTIONNAIRE Ability Utilization (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Achievement (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Advancement (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Compensation (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Recognition (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H The Future: Vocational and Educational (PC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Educational Planning Questionnaire (SRA)	1	0	1	0	1	0	0	0	2	1	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	2	0	0	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Level of Interests (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Level of Interests (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Interests (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Time Perspective (CTB)	2	0	1	0	0	0	0	0	0	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PROBLEM CHECK LIST Rural Youth Form Vocation and Economic (BER)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
PUPIL BEHAVIOR INVENTORY Academic Motivation and Performance (CP)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
PURPOSE IN LIFE TEST, PART A (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM i Assertive (IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Assertive (IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT School Achievement (SPA)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Tst — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SCHOOL MOTIVATION ANALYSIS TEST Assertiveness (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Achievement Investment (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Goal Achievement Needs (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Self Adequacy (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STS YOUTH INVENTORY After High School (STS)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P F F P
STUDENT EVALUATION SCALE (SES) Educational Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDENT EVALUATION SCALE (SES) Total Student Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDY ATTITUDES AND METHODS SURVEY Academic Drive - Conformity (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
SURVEY OF PERSONAL VALUES Achievement (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
SURVEY OF PERSONAL VALUES Goal Orientation (SRA)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
SURVEY OF STUDY HABITS AND ATTITUDES Delay Avoidance (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
WORK VALUES INVENTORY Achievement (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
41C. School Orientation																																								
ADOLESCENT ALIENATION INDEX, FORM A (M)	1	1	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA STUDY METHODS SURVEY Attitude toward School (CTB)	0	1	2	0	1	0	0	0	1	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	1	0	0	1	0	1	P G G P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE School Relations (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Occupation Relations (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Academic Interest (ESS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Compliance (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Enthusiasm (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Friendliness to Teacher (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Inappropriate Talkativeness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
DEMOS D-SCALE Attitudes toward Education (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D-SCALE Attitudes toward Teachers (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D-SCALE School Behavior (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D-SCALE Total (WPS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIFFERENTIAL VALUE PROFILE Intellectual (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My Favorite School Subjects (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My School Plans (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL My Favorite School Subjects (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL My School Plans (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Language Adequacy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
HOW I SEE MYSELF SCALE - SECONDARY FORM Teacher - School (FERDC)	0	1	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
LIFE ADJUSTMENT INVENTORY General Feeling of Adjustment to the Curriculum (PA)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIFE ADJUSTMENT INVENTORY Reading and Study Skills (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Scholastic (IOE)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	3-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	3-2	G F P
MINNESOTA SCHOOL AFFECT ASSESSMENT (CSB)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
MOONEY PROBLEM CHECK LIST H Adjustment to College (School) Work (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
MOONEY PROBLEM CHECK LIST H Curriculum and Teaching Procedure (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
PICTOGRAPHIC SELF RATING SCALE (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Grades in Major Subjects (HBJ)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Education (BER)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
SCHOOL INTEREST INVENTORY (HMC)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
SCHOOL INVENTORY (CPP)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE Administration, Regulations, Staff (LSW)	0	0	2	0	1	1	0	1	0	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE Community Support and Parental Involvement (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MORALE SCALE General Feelings about School (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	1	0	0	0	0	P F F P
SCHOOL MORALE SCALE Instruction and Instructional Materials (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE Other Students (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE School Plant (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MORALE SCALE Teacher-Student Relationships (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	1	0	0	0	0	P F F P
SCHOOL MORALE SCALE Total (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Sentiment to School (IPAT)	0	1	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STS YOUTH INVENTORY My School (STS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STUDY ATTITUDES AND METHODS SURVEY Academic Interest - Love of Learning (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY ATTITUDES AND METHODS SURVEY Alienation Toward Authority (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY SKILLS SURVEYS Study Motivation Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	1	1	P G F P
SURVEY OF STUDY HABITS AND ATTITUDES Education Acceptance (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
SURVEY OF STUDY HABITS AND ATTITUDES Study Attitudes (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY AND STUDY HABITS AND ATTITUDES Study Orientation (PC)	1	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
SURVEY OF STUDY HABITS AND ATTITUDES Teacher Approval (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
VAL-ED: A FIRO SCALE Administrator-Community Affection (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Administrator-Community Control (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Administrator-Community Inclusion (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Administrator-Teacher Affection (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Administrator-Teacher Control (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Administrator-Teacher Inclusion (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Importance (CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Mind (CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE School-Child Control (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Teacher-Child Affection (CPP)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Teacher-Child Control (CPP)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VAL-ED: A FIRO SCALE Teacher-Community Affection (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Teacher-Community Control (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VAL-ED: A FIRO SCALE Teacher-Community Inclusion (CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Academic Problems (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Classroom Relationships (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
42. SOCIAL BEHAVIOR																																								
CALIFORNIA TEST OF PERSONALITY: SECONDARY Social Adjustment (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
VINELAND SOCIAL MATURITY SCALE (AGS)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P
42A. Interpersonal Relationships																																								
ASSOCIATION ADJUSTMENT INVENTORY Sociopathic - Empathetic (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Social Presence (CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Anti-Social Tendencies (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Community Relations (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Family Relations (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Adjustment (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Skills (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Anti-Social Tendencies (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Family Relations (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
	Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Argumentativeness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Asocial	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Quarrelsomeness	(ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Resentfulness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
ELIAS FAMILY OPINION SURVEY Attitudes toward Father	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Attitudes toward Mother	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Family Inferiority - Superiority	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Father-Mother Attitude Quotient	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Interparental Friction - Harmony	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Oedipal	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Parent-Child Friction - Harmony	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Parental Qualities	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Rejection of Child	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Struggle for Independence	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Total Test	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	1	P P F P
GETTING ALONG Getting Along with Others	(TL)	1	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GETTING ALONG Total	(TL)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	3	1	P F F P
HOW WELL DO YOU KNOW YOURSELF Hypercriticalness	(EAC)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS BEHAVIOR CHECKLIST Observer Sociability vs. Poor Peer Relations (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Sociability vs. Poor Peer Relations (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Social Control vs. Attention-Seeking (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Social Anxiety (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (EITS)	1	0	2	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	1	2	0	0	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Socialization of Play/Leisure (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
MEASURES OF SELF CONCEPT - PARENTAL APPROVAL INDEX (IOE)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA COUNSELING INVENTORY Family Relationships (PC)	2	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	3	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H Home and Family (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
PAIR ATTRACTION INVENTORY Bitch - Nice Guy (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Daddy - Doll (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Doves (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Hawks (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Master - Servant (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Mother - Son (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PAIR ATTRACTION INVENTORY Person - Person (EITS)	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P F P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Behavior (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Popularity (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
POWER OF INFLUENCE TEST (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	2	0	1	0	0	0	0	0	1	2	P F F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Home and Family (BER)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Social and Recreational (BER)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
SCHOOL MOTIVATION ANALYSIS TEST Mating (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Sentiment to Home (IPAT)	0	0	0	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STUDENT EVALUATION SCALE (SES) Social-Emotional Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDY ATTITUDES AND METHODS SURVEY Manipulation (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Cooperativeness (MB)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	0	0	0	2	0	0	0	0	P F F P
YOUTH RESEARCH SURVEY Family Pressures (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Parental Understanding (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
42B. Social Behavior Skills																																								
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Hostility (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Hostility (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Standards (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF 'ERSONALITY: SECONDARY Community Relations (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA TEST OF PERSONALITY: SECONDARY Social Standards (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Considerateness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Destructiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Unruliness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
EMPATHY TEST (PA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
HUMAN RELATIONS INVENTORY (PA)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Observer Considerateness vs. Inconsiderateness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Social Control vs. Attention-Seeking (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Unobtrusiveness vs. Obtrusiveness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Considerateness vs. Inconsiderateness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Unobtrusiveness vs. Obtrusiveness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
LIFE ADJUSTMENT INVENTORY General Social Skills and Etiquette (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Honesty (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Classroom Conduct (CP)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
PUPIL BEHAVIOR INVENTORY Personal Behavior (CP)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
STS YOUTH INVENTORY Getting Along with Others (STS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P G F P
WILLIAMS AWARENESS SENTENCE COMPLETION (RLW)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
PHILOSOPHY AND RELIGION																																								
43. PHILOSOPHY																																								
43A. Nature and Scope of Philosophy																																								
43B. Personal Philosophy and Values																																								
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Esteem (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Fame (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Independence (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Interesting Experiences (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Leadership (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Power (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Profit (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Security (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Self-Expression (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CALIFORNIA LIFE GOALS EVALUATION SCHEDULES Social Service (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
CAREER MATURITY INVENTORY, ATTITUDE SCALE (CTB)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	1	0	1	3	2	P F F P
LIFE ADJUSTMENT INVENTORY Religion, Morals, and Ethics (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Moral Values (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
STUDY OF VALUES Aesthetic (HMC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STUDY OF VALUES Economic (HMC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STUDY OF VALUES Political (HMC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STUDY OF VALUES Religious (HMC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STUDY OF VALUES Social (HMC)	[illegible]	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STUDY OF VALUES Theoretical (HMC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
YOUTH RESEARCH SURVEY Maturity of Values (YRC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
44. RELIGION																																								
44A World Religions																																								
44B. Knowledge of Own Religion																																								
PETERS BIBLICAL KNOWLEDGE TEST New Testament (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
PETERS BIBLICAL KNOWLEDGE TEST Old Testament (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
PETERS BIBLICAL KNOWLEDGE TEST Total (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
YOUTH RESEARCH SURVEY God Awareness (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
44C. Personal Acceptance and Belief in Religion																																								
DIFFERENTIAL VALUE PROFILE Religious (AMP)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST H Morals and Religion (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
PICTORIAL STUDY Religious (PA)	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Morals and Religion (BER)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
RELIGIOUS ATTITUDES INVENTORY (FLP)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
YOUTH RESEARCH SURVEY Biblical Concepts (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY God Relationship (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Moral Responsibility (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
44D. Personal Religious Practices																																								
PERSONALITY RATING SCALE Religiousness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
YOUTH RESEARCH SURVEY Adult Caring (YRC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Interest in Help (YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Religious Participation (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
YOUTH RESEARCH SURVEY Youth Group Vitality (YRC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
PHYSICAL EDUCATION																																								
45. PHYSICAL DEVELOPMENT AND WELL-BEING																																								
AAHPER COOPERATIVE PHYSICAL EDUCATION TEST, FORM 2 (ETS)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	1	1	P F F P
45A. Physical Growth and Development																																								
AAHPER COOPERATIVE PHYSICAL EDUCATION TEST, FORM 3 (ETS)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	1	1	P F F P
ADJUSTMENT INVENTORY Health Adjustment (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL Exercise, Rest, and Recreation (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
LIFE ADJUSTMENT INVENTORY Education for Physical and Mental Health (PA)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY									
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental		
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3
MOONEY PROBLEM CHECK LIST H Health and Physical Development (PC)	1	1	1	0	1	0	0	0	0	0
45B. Motor Skills, Movement, and Muscular Coordination										
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Pull-Up for Boys (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Sit-Up for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Softball Throw for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Dribble (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Foul Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Front Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Jump and Reach (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Side Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass (AAHPER)	1	0	2	0	1	0	0	0	0	0

	EXAMINEE APPROPRIATENESS												
	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS
		Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence		
Rating Range:	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
MOONEY PROBLEM CHECK LIST H Health and Physical Development (PC)	1	2	0	1	1	1	1	1	1	1	1	1	1
45B. Motor Skills, Movement, and Muscular Coordination													
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Pull-Up for Boys (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Sit-Up for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Softball Throw for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Dribble (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Foul Shot (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Front Shot (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Jump and Reach (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Side Shot (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass (AAHPER)	1	2	0	1	0	0	0	0	1	1	1	1	1

	ADMINISTRATIVE USABILITY									
	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?
	Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3
MOONEY PROBLEM CHECK LIST H Health and Physical Development (PC)	2	1	1	2	0	0	2	0	0	1
45B. Motor Skills, Movement, and Muscular Coordination										
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Pull-Up for Boys (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Sit-Up for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Softball Throw for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	1	1	1	2	1	1	1	0	1	0
BASKETBALL SKILLS TESTS FOR BOYS Dribble (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Foul Shot (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Front Shot (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Jump and Reach (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Side Shot (AAHPER)	1	1	1	2	1	1	1	0	1	1
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass (AAHPER)	1	1	1	2	1	1	1	0	1	1

	NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-3	0-3	0-3	0-1	0-3	0-2	G-P
MOONEY PROBLEM CHECK LIST H Health and Physical Development (PC)	0	0	0	1	0	0	P G F P
45B. Motor Skills, Movement, and Muscular Coordination							
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST Pull-Up for Boys (AAHPER)	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Sit-Up for Boys and Girls (AAHPER)	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Softball Throw for Boys and Girls (AAHPER)	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	0	0	0	1	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Dribble (AAHPER)	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Foul Shot (AAHPER)	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Front Shot (AAHPER)	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Jump and Reach (AAHPER)	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy (AAHPER)	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy (AAHPER)	0	0	0	0	2	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Side Shot (AAHPER)	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass (AAHPER)	0	0	0	0	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASKETBALL SKILLS TESTS FOR BOYS Under Basket Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Dribble (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Foul Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOP GIRLS Front Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Jump and Reach (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Overarm Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Push Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Side Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Speed Pass (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Under Basket Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	2	1	P F F P
CAHPER FITNESS PERFORMANCE TEST 50 Yard Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Flexed Arm Hang (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	1	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Shuttle Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Speed Sit Up (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	1	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Standing Broad Jump (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST 300 Yard Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
HARRIS TESTS OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HARRIS TESTS OF LATERAL DOMINANCE Foot Dominance (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
INDIANA PHYSICAL FITNESS TEST FOR BOYS AND GIRLS (IPHF)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	3	2	P P F P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simulated Movement (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesia (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
RATING SCALE FOR PUPIL ADJUSTMENT Motor Control (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Base Running (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SOFTBALL SKILLS TESTS FOR BOYS Catching Fly Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Fielding Ground Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Fungo Hitting (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Overhand Throw for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Speed Throw (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Throw for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Underhand Pitching (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Base Running (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Catching Fly Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Fielding Ground Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Fungo Hitting (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	2	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Overhand Throw for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Speed Throw (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Throw for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Underhand Pitching (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Passing (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Serving (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Set-Up (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Volleying (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
46. SPORTS AND GAMES																																								
46A. Rules and Strategies of Sports and Games																																								
ACTION-CHOICE FOR COMPETITIVE SPORTS SITUATIONS (MJH)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Swimming Instructor (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
46B. Skill in Sports and Games																																								
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 10 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 30 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS Total of 10 and 20 Yards (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS Total of 10, 20, and 30 Yards (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 20 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BELMONT MEASURES OF ATHLETIC PERFORMANCE Basketball Scale for Women (PA)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
BELMONT MEASURES OF ATHLETIC PERFORMANCE Softball Scale for Women (PA)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
BELMONT MEASURES OF ATHLETIC PERFORMANCE Volleyball Scale for Women (PA)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
FOOTBALL SKILLS TESTS Ball Changing Zigzag Run (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Blocking (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Catching the Forward Pass (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
FOOTBALL SKILLS TESTS Dodging Run (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FOOTBALL SKILLS TESTS 50-Yard Dash with Football (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Football Punt for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Forward Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Forward Pass for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Kick-Off (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Pull-Out (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
46C. Physical Education Equipment																																								
47. PERSONAL IMPACT OF PHYSICAL EDUCATION																																								
47A. Social and Psychological Impact of Physical Education																																								
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Ethical Social Qualities (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Self-Control (WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Social Action Standards (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ILLINOIS RATINGS OF CHARACTER IN PHYSICAL EDUCATION Total (WPS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
47B. Group Activity and Sportsmanship																																								
BELMONT MEASURES OF ATHLETIC PERFORMANCE Field Hockey Scale (PA)	0	1	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Good Sport (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
47C. Interest and Independent Participation in Sports and Games																																								
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Sport) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P P P P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
THURSTONE TEMPERAMENT SCHEDULE Vigorous (SRA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SCIENCE																																								
48. BIOLOGY																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Biology (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Final Examination (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
BSCS COMPREHENSIVE FINAL EXAMINATION (REVISED) (PC)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	2	2	1	3	2	P F F F
COOPERATIVE SCIENCE TESTS Biology Total (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
EMPORIA BIOLOGY TEST Test I (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
EMPORIA BIOLOGY TEST Test II (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Science Background (SRA)	2	0	0	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	2	3	0	1	1	2	P F F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS General Biology Test (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS General Science Test (PA)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NELSON BIOLOGY TEST (HBJ)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	F G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Science (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	2	2	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Science (ETS)	2	0	0	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Science Part A (HBJ)	2	1	1	1	1	0	1	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F G F F
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Science Total (HBJ)	2	1	1	1	1	0	1	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	0	3	0	1	3	2	F G F F
TESTS OF ACADEMIC PROGRESS, FORM S Science (HMC)	2	0	1	0	1	0	0	0	1	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	2	0	1	3	2	P G G F
48A. Nature, Origin, and Evolution of Life																																								
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 2 (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 3 (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology The Scientific Study of Life (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
48B. Reproduction																																								
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 4 (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 5 (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Living Things Change (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
48C. Plants																																								
COOPERATIVE SCIENCE TESTS Biology Part II (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology The World of Plant Life (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
48D. Animals																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology The Higher Forms of Animals (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Invertebrates (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
48E. The Biology of Man																																								
COOPERATIVE SCIENCE TESTS Biology Part I (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
EMPORIA HIGH SCHOOL HEALTH TEST (BEM)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Health and Safety (GV)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Health (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Human Physiology (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
48F. Ecology																																								
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 1 (PC)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
BSCS BIOLOGICAL SCIENCE: PATTERNS AND PROCESSES Achievement Test 6 (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Biology Ecology and Conservation (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NM CONCEPTS OF ECOLOGY TEST - LEVEL 2 (M)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
49. CHEMISTRY																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Chemistry (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ACS-NSTA COOPERATIVE EXAMINATION - 1972 ADVANCED High School Chemistry Part I (ACS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ACS-NSTA COOPERATIVE EXAMINATION - 1972 ADVANCED High School Chemistry Part II (ACS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ACS-NSTA COOPERATIVE EXAMINATION - 1972 ADVANCED High School Chemistry Total (ACS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
ACS-NSTA COOPERATIVE EXAMINATION - 1973 High School Chemistry Part I (ACS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ACS-NSTA COOPERATIVE EXAMINATION - 1973 High School Chemistry Part II (ACS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ACS-NSTA COOPERATIVE EXAMINATION - 1973 High School Chemistry Total (ACS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ANDERSON-FISK CHEMISTRY TEST (HBJ)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
CHEMISTRY ACHIEVEMENT TEST FOR CHEM STUDY OR EQUIVALENT (ERB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
COOPERATIVE SCIENCE TESTS Chemistry Part I (ETS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE SCIENCE TESTS Chemistry Total (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	[illegible] F P
EMPORIA CHEMISTRY TEST Test I (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
EMPORIA CHEMISTRY TEST Test II (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Chemistry (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS General Chemistry Test (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
49A. History, Theories, and Principles of Chemistry																																								
COOPERATIVE SCIENCE TESTS General Science (ETS)	2	0	0	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	1	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Analysis (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Gas Laws (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Solutions (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
49B. Terminology, Symbols, and Element Families																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Acids, Bases, Neutralization (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Atomic Chart (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Formulas (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Hydrogen, Oxygen, Water (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Ionization (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Metals and Metallurgy (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Sulphur (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
49C. Atomic and Molecular Structure																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Atomic Structure (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
49D. Chemical Reactions																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Electrolysis (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Nucleonics (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Oxidation-Reduction (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
49E. Carbon Compounds and Bio-Chemistry																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Organic (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
50. GENERAL SCIENCE																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Science (BMC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	0	2	P F F P
CONTENT EVALUATION SERIES: SCIENCE TESTS Earth Science Test (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P F F P
COOPERATIVE SCIENCE TESTS Advanced General Science (ETS)	2	0	0	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
DUBINS EARTH SCIENCE TEST (HBJ)	2	1	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	F G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE -- COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Science (Part 9) (STS)	1	1	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
EMPORIA GENERAL SCIENCE TEST Test I (BEM)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
ESCP TEST OF SCIENCE KNOWLEDGE Total (PC)	0	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	3	0	1	3	1	P F F F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Science (HBJ)	2	0	1	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P F G F
PLACEMENT TESTS Science (STS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
READ GENERAL SCIENCE TEST (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
50A. Geology																																								
ESCP TEST OF SCIENCE KNOWLEDGE Factual Information (PC)	0	0	0	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	1	P G F P
50B. Weather Science																																								
50C. Ocean Science																																								
50D. Space Science																																								
50E. Investigative Skills and Scientific Method																																								
COOPERATIVE SCIENCE TESTS Chemistry Part II (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
COOPERATIVE SCIENCE TESTS Physics Part II (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
ESCP TEST OF SCIENCE KNOWLEDGE Principles (PC)	0	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	1	2	0	1	3	1	P F F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Chemistry Measurement (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Scientific Method (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PROCESSES OF SCIENCE TEST (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	1	2	0	1	3	2	P G F F

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Science (SRA)	2	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
SRA HIGH SCHOOL PLACEMENT TEST Science Methodology (SRA)	0	0	1	0	0	0	0	0	1	1	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	0	0	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Science (HBJ)	1	0	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
51. PHYSICS																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS General Science (BMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Physics (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS (GTA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
Vocabulary COOPERATIVE SCIENCE TESTS Physics Part I (ETS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	[illegible]	0	0	P G F P
COOPERATIVE SCIENCE TESTS Physics Total (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
DUNNING-ABELES PHYSICS TEST (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
EMPORIA GENERAL SCIENCE TEST Test II (BEM)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
EMPORIA PHYSICS TEST Test II (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
FUNDAMENTALS EVALUATION TEST Science (SV)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	2	1	3	1	P F F P
GENERAL SCIENCE TEST (PA)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Elementary Science (SV)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	1	0	1	3	1	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
NATIONAL ACHIEVEMENT TESTS General Physics Test (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SCIENTIFIC KNOWLEDGE AND APTITUDE TEST (ISI)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - FINAL EXAMINATION (ETS)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
51A. Mechanics																																								
CONTENT EVALUATION SERIES: SCIENCE TESTS Physical Science Test (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P F F P
DIFFERENTIAL APTITUDE TESTS Mechanical Reasoning (PC)	0	0	2	0	1	1	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	1	P G F P
EMPORIA PHYSICS TEST Test I (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL COMPREHENSION TEST - FORM BB (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Measurement (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Mechanics (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Machines and Work (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Space Science (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MULTIPLE APTITUDE TESTS Spatial Visualization Applied Science and Mechanics (CTB)	0	0	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P G G F
PLACEMENT TESTS Mechanical Aptitude (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
TEST OF MECHANICAL COMPREHENSION - FORM AA (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	0	3	1	P G F P
TEST OF MECHANICAL COMPREHENSION - FORM W1 (PC)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P G F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Comprehensive Tests on Parts 3 and 4 (ETS)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Energy (ETS)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Force and [illegible]ntum (ETS)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Space, Time, and Motion (ETS)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
51B. Kinetic Theory																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Heat (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Basic Concepts of Matter (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Heat (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Pressure (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Mass and Matter (ETS)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
51C. Fields and Electricity																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Electricity and Magnetism (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Electricity (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
TESTS OF THE PHYSICAL AND SCIENCE STUDY COMMITTEE - SERIES N Electricity and Magnetism (ETS)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
51D. Waves and the Propagation of Energy																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Sound, Light, and Wave Motion (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Wave Motion (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Behavior of Light (ETS)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Comprehensive Test on Parts 1 and 2 (ETS)	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Light and Wave Motion (ETS)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
51E. Atomic and Nuclear Physics																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Structure of Matter (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 9 Nuclear Science (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N The Atom (ETS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
SOCIAL STUDIES																																								
52. ANTHROPOLOGY																																								
52A. Nature and Scope of Anthropology																																								
52B. Characteristics of Cultures																																								
52C. Human Evolution and Variations																																								
53. ECONOMICS																																								
TEST OF ECONOMIC UNDERSTANDING (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
53A. Business and Trade																																								
53B. Economic Systems																																								
CONTENT EVALUATION SERIES: MODERN ECONOMICS TEST (HMC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	2	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Banking (AGS)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
54. GEOGRAPHY																																								
54A. Physical Geography																																								
54B. Cultural and Social Geography																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
54C. Political and Economic Geography																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Economic Geography (BMC)	0	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
55. GOVERNMENT																																								
55A. United States Government																																								
COOPERATIVE SOCIAL STUDIES TESTS American Government (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE SOCIAL STUDIES TESTS Civics (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	2	1	3	2	F F F F
FUNDAMENTALS EVALUATION TEST History and Social Studies (SV)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	3	1	3	1	P F F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 City Government (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 County Government (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 General Questions (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Selecting Government Officials (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 State Government (AGS)	0	0	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Township Government (AGS)	0	0	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Village Government (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS Social Studies Test (PA)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in Social Studies Health Education - Science (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	1	P F F P
PATTERSON TEST OR STUDY EXERCISES ON THE CONSTITUTION OF THE UNITED STATES (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRINCIPLES OF DEMOCRACY TEST (SRA)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
SARE-SANDERS AMERICAN GOVERNMENT TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
SARE-SANDERS CONSTITUTION TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
55B. Other Types of Government																																								
55C. Citizenship																																								
COOPERATIVE SOCIAL STUDIES TESTS Problems of Democracy (ETS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
LIFE ADJUSTMENT INVENTORY Functional Citizenship (PA)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Knowing Self and School (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	F F F P
PROBLEM CHECK LIST - RURAL YOUTH FORM Citizenship (BER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
56. HISTORY																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Social Studies (BMC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	0	2	P G F P
JEWISH HISTORY ACHIEVEMENT TEST (JECP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
TESTS OF ACADEMIC PROGRESS, FORM S Social Studies (HMC)	2	0	1	0	1	0	0	0	2	1	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	2	0	1	3	2	P G G F
WORLD HISTORY TEST (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	1	3	1	P F F P
56A. Ancient History																																								
56B. Medieval History																																								
SANDERS-BULLER WORLD HISTORY TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
56C. Modern World History																																								
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Modern World History (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE SOCIAL STUDIES TESTS Modern European History (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE SOCIAL STUDIES TESTS World History (ETS)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
CUMMINGS WORLD HISTORY TEST (HBJ)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
56D. American History																																								
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY Foreign Policy (PA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY Growth of a National Spirit (PA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY Problems of American Democracy (PA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY The Constitution (PA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY The Growth of Democracy (PA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY Total (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE A Modern America (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE America Becomes a World Power (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Division and Reunion (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Exploration and Colonization (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Final Test (PFC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE First Semester Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Foundation of a Strong Government (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Post World War II. (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Revolutionary America (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Second Semester Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE The Development of Democracy (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Westward Expansion (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
COOPERATIVE SOCIAL STUDIES TESTS American History, Senior High School (ETS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Development of Industrial America, 1365-1898 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Expansion, Civil War, and Reconstruction, 1840-1877 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Exploration, Colonization, and Independence, 1450-1783 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Foundations of American Government, 1781-1801 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Growth of Nationalism and Democracy, 1801-1840 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Imperialism, Domestic Reform, and the First World War, 1898-1920 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Prosperity, Depression, and the New Deal, 1920-1940 (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY The Second World War and After (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL The USA in the World (STS)	1	1	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P	G	F	F
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL The USA in the World (STS)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	P	F	F	G
EMPORIA AMERICAN HISTORY TEST Test I (BEM)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P	F	F	P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EMPORIA AMERICAN HISTORY TEST Test II (BEM)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Social Studies (SV)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	1	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Arts (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Civil War to World War I (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Colonial Period Through the Revolution (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Famous People (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Foreign Relations in America (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Post World War II (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Revolution to Civil War (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 The Wars (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 10 World War I to World War II (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SOCIAL STUDIES TEST (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	0	P F F P
STANFORD ACHIEVEMENT TEST - HIGH SCHOOL BASIC BATTERY Social Studies (HBJ)	2	1	0	1	1	0	1	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	3	2	F G F F
56E. State and Local History																																								
57. PSYCHOLOGY																																								
57A. The Nature and Scope of Psychology																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
57B. Human Behavior																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Pupils' Individual Inventory (AGS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
57C. How Psychology Can Help People																																								
58. SOCIOLOGY																																								
SARE-SANDERS SOCIOLOGY TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	P F F P
58A. Man and His Society																																								
58B. Distribution and Organization of People																																								
58C. Social Change																																								
58D. Minority Groups in America																																								
QUESTIONNAIRE ON INTERRACIAL AND SOCIAL ATTITUDES FOR BLACK SECONDARY STUDENTS (CSMPF)	0	0	1	0	0	0	0	1	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
59. SOCIAL STUDIES SKILLS																																								
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Social Studies Background (SRA)	2	0	0	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	2	2	0	1	1	2	P F F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2 Social Studies (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	1	0	1	1	0	3	2	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Social Studies (ETS)	2	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	P G F P
59A. Research Skills in Social Studies																																								
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	2	2	2	1	3	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills Using Graphic Materials (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	1	2	1	1	2	2	F G G F
EDUCATIONAL DEVELOPMENT SERIES - SENIOR LEVEL Science (STS)	0	0	0	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	1	2	1	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Map Reading (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Reading Graphs and Tables (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Social Studies (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P F G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Social Studies (SRA)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P F G P
STANFORD ACHIEVEMENT TEST: ADVANCED Social Science (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
59B. Critical Thinking Skills in Social Studies																																								
59C. Interest in Social Studies																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Political (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Current Affairs) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P P P P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Current Events (AGS)	0	0	1	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
VOCATIONAL CAREER EDUCATION																																								
60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS																																								
EDUCATIONAL DEVELOPMENT SERIES, SENIOR LEVEL Solving Everyday Problems (STS)	0	0	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 9 Occupational and Educational Plans (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
60A. Agricultural Vocations																																								
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Animal Science (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Management (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Mechanics (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Plant and Animal Science (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
60B. Distributive Vocations																																								
APTITUDES ASSOCIATES TEST OF SALES APTITUDE (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
OCCUPATIONAL EXAMINATION Business Aptitude (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Buyer (Purchasing Agent) (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Claim Examiner (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
OCCUPATIONAL EXAMINATION Railroad Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Salesman (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Truck Driver (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR TRUCK DRIVERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
TEST FOR ABILITY TO SELL Judgment in Selling Situations (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST FOR ABILITY TO SELL Observation of Behavior (CPS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST FOR ABILITY TO SELL Total (CPS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
TEST OF RETAIL SALES INSIGHT Customer Motivation and Need (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
TEST OF RETAIL SALES INSIGHT General Sales Knowledge (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
TEST OF RETAIL SALES INSIGHT Merchandise Procurement and Adaptation (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF RETAIL SALES INSIGHT Sales Closure (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
TEST OF RETAIL SALES INSIGHT Sales Promotion Procedures (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
TEST OF RETAIL SALES INSIGHT Total - Sales Insight (PEI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
60C. Health Occupations																																								
OCCUPATIONAL EXAMINATION Dental Secretary (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
OCCUPATIONAL EXAMINATION Laboratory Assistant (NLC)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Medical Secretary (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Nurse's Aide (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Nursing Aptitude (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Public Health Assistant (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
60D. Gainful Home Economics Vocations																																								
OCCUPATIONAL EXAMINATION Home Economist (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Housekeeper (NLC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Laundry Worker (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
60E. Office Occupations																																								
ACCOUNTING ORIENTATION TEST, HIGH SCHOOL LEVEL Vocabulary (IPR)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Bookkeeping (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Business Relations and Occupations (BMC)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLERICAL TESTS Typewriting Agility (STA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	0	0	1	2	0	0	0	1	0	0	P F F P
CONTENT EVALUATION SERIES: THE OFFICE INFORMATION AND SKILLS TEST Office Information Questionnaire (HMC)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
CONTENT EVALUATION SERIES: THE OFFICE INFORMATION AND SKILLS TEST Timed Typewriting Test (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
CONTENT EVALUATION SERIES: THE OFFICE INFORMATION AND SKILLS TEST Transcription Test (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
EVERY PUPIL ACHIEVEMENT TEST Typewriting I (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
EVERY PUPIL ACHIEVEMENT TEST Typewriting II (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HIETT DIAMOND JUBILEE SHORTHAND TEST (BEM)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	1	1	1	2	1	1	2	0	1	1	0	1	3	0	0	0	0	0	0	P F G P
HIETT SIMPLIFIED SHORTHAND TEST (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P F G P
JOURNALISM TEST (SCP)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	0	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
MEASUREMENT OF SKILLS Skill in Typing Number of Errors (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill in Typing Number of Words Typed (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Accrued Expenses and Income (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Adjusting and Closing Entries (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Bad Debts (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Banking Services (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Depreciation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping General Principles (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Notes and Interest (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Partnerships, Corporations, Co-operatives (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Payrolls and Taxes (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Problems Relating to Sales and Purchases (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Special Journals (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Statements (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Bookkeeping Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS Bookkeeping Test (NBEA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS General Office Clerical Test (HBEA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS Stenographic Test (NBEA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL BUSINESS ENTRANCE TESTS Typewriting Test (NBEA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Account Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Beginning Office Worker (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Bookkeeper (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Cashier (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Clerk-Stenographer (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Clerk-Typist (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION File Clerk (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL EXAMINATION Mail Clerk (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Messenger (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Office Assistant (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Personnel Assistant (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Principal Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Principal File Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Principal Stenographer (NLC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Principal Typist (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Secretary (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Senior Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Senior File Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Senior Stenographer (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Senior Typist (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Stenographer (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Stenographer-Typist (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Supervising Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Supervising Stenographer (NLC)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Supervising Typist (NLC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL EXAMINATION Supervision Test (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Telephone Operator (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Typist (NLC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OTIS AND LAURENT TEST OF SHORTHAND SKILLS Accuracy (PRI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
OTIS AND LAURENT TEST OF SHORTHAND SKILLS Time for Transliteration (PRI)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
REICHERTER-SANDERS TYPEWRITING I TEST (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
REICHERTER-SANDERS TYPEWRITING II TEST (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
RUSSELL-SANDERS BOOKKEEPING TEST (BEM)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR BOOKKEEPERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR OFFICE MACHINE OPERATORS (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR SECRETARIES (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SRA TYPING SKILLS (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED High School Business and Economics Test (HBJ)	2	1	2	1	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	3	2	F F F F
STENOGRAPHIC SKILL - DICTATION TEST (ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
STUDENTS TYPEWRITING TEST Typewriting I - First Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting II - Second Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting III - Third Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting IV - Fourth Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TYPING REVIEW	(LLA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TYPING SKILL - FORM A	(ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILL - FORM B	(ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILL - FORM K	(ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILL - FORM 2	(ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING TEST FOR BUSINESS Letters	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TYPING TEST FOR BUSINESS Numbers	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TYPING TEST FOR BUSINESS Revised Manuscript	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TYPING TEST FOR BUSINESS Straight Copy Accuracy	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TYPING TEST FOR BUSINESS Straight Copy Speed	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TYPING TEST FOR BUSINESS Tables	(PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
60F. Technical Vocations																																									
FLANAGAN APTITUDE CLASSIFICATION TESTS Mechanics	(SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Scales	(SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
OCCUPATIONAL EXAMINATION Engineering Aide	(NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Engineering Technician	(NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Laboratory Aide	(NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
60G. Trade and Industrial Occupations																																								
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Technical (HMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	1	1	2	0	1	1	0	2	0	1	3	1	P F F P
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Total (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	1	1	2	0	1	1	0	3	0	1	3	1	P F F F
EXAMINATION IN CARPENTRY (DET)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
EXAMINATION IN MECHANICAL DESIGN AND CONSTRUCTION (DET)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Mechanical Knowledge (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL APTITUDE TESTS Non-Verbal Test Use of Tools and Materials (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MECHANICAL APTITUDE TESTS Total Test (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	1	P F G P
MECHANICAL APTITUDE TESTS Verbal Tests Comprehension of Mechanical Tasks (PA)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL APTITUDE TESTS Verbal Tests Matching Tools and Operations (PA)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL APTITUDE TESTS Verbal Tests Use of Tools and Materials (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL FAMILIARITY TEST (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	1	0	1	0	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MECHANICAL KNOWLEDGE TEST (ETSA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MELLENBRUCK MECHANICAL MOTIVATION TEST (PA)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	1	1	2	0	1	3	0	0	0	1	3	2	P F G P
OCCUPATIONAL EXAMINATION Attendant (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Auto Mechanic (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Auto Serviceman (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Carpenter (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL EXAMINATION Cleaner (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Drafting Aide (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Draftsman (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Electrical Inspector (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Electrician (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Electrician's Helper (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Elevator Operator (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Gardener (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Housing Caretaker (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Housing Inspector (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Laborer (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Machinist (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Maintenance Man (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Painter (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Photographer (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Plumber (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Porter (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Pre-Engineering Aptitude (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS			FORMAT						ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL EXAMINATION Roofer (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Sanitation Man (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	1	1	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
OCCUPATIONAL EXAMINATION School Crossing Guard (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Service Station Attendant (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Shop Clerk (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Steam Fitter (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Stockman (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Storekeeper (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Warehouseman (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
OCCUPATIONAL EXAMINATION Watchman (NLC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
O'ROURKE MECHANICAL APTITUDE TEST - FORM A (ORP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PRIMARY MECHANICAL ABILITY TESTS Tools (STA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Identification and Use of Tools (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	1	P F F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Total (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	3	1	P F F F
PURDUE INTERVIEW AIDS Can You Read a Micrometer? (UBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PURDUE INTERVIEW AIDS Can You Reac a Scale? (UBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PURDUE INTERVIEW AIDS Can You Read a Working Drawing? (UBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PURDUE MECHANICAL ADAPTABILITY TEST (PRF)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PURDUE TRADE INFORMATION TEST FOR SHEETMETAL WORKERS (UBS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
PURDUE TRADE INFORMATION TEST IN CARPENTRY (UBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
PURDUE TRADE INFORMATION TEST IN ENGINE LATHE OPERATION (UBS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
PURDUE TRADE INFORMATION TEST IN WELDING (UBS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR AUTO MECHANICS (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR CARPENTERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR DRAFTSMEN (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR ELECTRICIANS (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR MACHINISTS (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR PLUMBERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR TOOL AND DIE MAKERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SHORT OCCUPATIONAL KNOWLEDGE TEST FOR WELDERS (SRA)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P F G P
SRA MECHANICAL APTITUDES Mechanical Knowledge (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	2	2	P F F P
SRA MECHANICAL APTITUDES Total (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	2	P F F F
STANFORD ACHIEVEMENT TEST: ADVANCED High School Technical Comprehension Test (HBJ)	2	1	2	1	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	2	F F F F
61. GENERAL VOCATIONAL APTITUDES																																								
JASTAK TEST Psychomotor Factor (RC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	3	2	P F P P
MEASUREMENT OF SKILLS Total Test (AVA)	0	0	1	0	0	0	0	0	0	1	1	2	0	0	1	1	0	0	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
61A. Clerical Aptitude																																								
ACER SHORT CLERICAL TEST Checking Test (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ACER SPEED AND ACCURACY TESTS (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	1	0	2	0	1	0	2	0	0	1	3	1	P F F P
APPRAISAL OF OCCUPATIONAL APTITUDES Checking Letters (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APPRAISAL OF OCCUPATIONAL APTITUDES Checking Numbers (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APPRAISAL OF OCCUPATIONAL APTITUDES Filing Names (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APPRAISAL OF OCCUPATIONAL APTITUDES Filing Numbers (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APPRAISAL OF OCCUPATIONAL APTITUDES Posting Names (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APPRAISAL OF OCCUPATIONAL APTITUDES Posting Numbers (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
APTITUDE TESTS FOR OCCUPATIONS Clerical Routine Aptitude (CTB)	0	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	2	0	0	1	3	1	P G G P
CHECK LIST REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
CLERICAL APTITUDE TEST (PA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	3	1	P F G P
CLERICAL SKILLS SERIES Alphabetizing - Filing (MB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
CLERICAL SKILLS SERIES Clerical Speed and Accuracy (MB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P G F P
CLERICAL TEST FG (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
CLERICAL TESTS Comparing Names and Numbers (STA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
CONTENT EVALUATION SERIES: THE OFFICE INFORMATION SKILLS TEST Error Location and Correction (HMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Alphabetizing (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DETROIT GENERAL APTITUDES EXAMINATION Classification (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Educational (BMC)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Total (BMC)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	2	1	1	0	1	1	1	0	1	2	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Visual Imagery (BMC)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Motor (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Likenesses and Differences (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Motor (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DIFFERENTIAL APTITUDE TESTS Clerical Speed and Accuracy (PC)	0	0	2	0	1	1	0	0	1	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	3	3	2	1	3	1	P G F G
FLANAGAN APTITUDE CLASSIFICATION TESTS Coding (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Tables (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
GENERAL CLERICAL ABILITY (ETSA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
GENERAL CLERICAL TEST Clerical (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
GENERAL CLERICAL TEST Total (PC)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
HOLMES' PERFLUDEX TESTS Per-Numb Test (PA)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
HOLMES' PERFLUDEX TESTS Per-Verb Test (PA)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
INTERMEDIATE BATTERY Spot-the-Error Accuracy Score (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INTERMEDIATE BATTERY Spot-the-Error Speed Score (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
JASTAK TEST Coding (RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MEASUREMENT OF SKILLS Speed and Accuracy (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	1	3	2	P G F P
MINNESOTA CLERICAL TEST Names (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
MINNESOTA CLERICAL TEST Numbers (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
MULTIPLE APTITUDE TESTS Perceptual Speed Routine Clerical Facility (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	P G G P
MULTIPLE APTITUDE TESTS Perceptual Speed Total Test (CTB)	0	1	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	P G G F
O'ROURKE CLERICAL APTITUDE TEST, JUNIOR GRADE Clerical Problems (ORD)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	0	0	0	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P P F P
OCCUPATIONAL EXAMINATION Freight Checker (NLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OCCUPATIONAL EXAMINATION Verbal and Clerical Abilities (NLC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
OFFICE SKILLS ACHIEVEMENT TEST Checking (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
OFFICE SKILLS ACHIEVEMENT TEST Filing (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	0	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
OFFICE SKILLS ACHIEVEMENT TEST Total (PA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	0	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P P F P
PURDUE CLERICAL ADAPTABILITY TEST Checking (PRF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PURDUE CLERICAL ADAPTABILITY TEST Copying (PRF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P G P P
SPOT-THE-ERROR TEST Accuracy (NIPR)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SPOT-THE-ERROR TEST Speed (NIPR)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SRA CLERICAL APTITUDES Office Checking (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	0	0	P G F P
SRA CLERICAL APTITUDES Total Score (SRA)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
SYMBOL IDENTITIES (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	2	0	1	3	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF CLERICAL PERCEPTION Checking Names and Addresses (CA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
TEST OF CLERICAL PERCEPTION Checking Numbers (CA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Alphabetizing (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Checking Speed (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Classifying - Sorting (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Clerical Accuracy (HBJ)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Clerical Speed Score (HBJ)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	0	0	1	3	1	P G F P
TURSE CLERICAL APTITUDES TEST General Clerical Aptitude (HBJ)	0	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	0	0	1	3	1	P F F F
WILSON DRIVER SELECTION TEST Recognition of Complex Detail (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
61B. Following Directions and Applications																																								
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Crossing Out Letters (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
OFFICE SKILLS ACHIEVEMENT TEST Written Directions (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
TEST FOR ABILITY TO SELL Following Store Directions (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST OF PERCEPTUAL ORGANIZATION (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TURSE CLERICAL APTITUDES TEST Written Directions (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	1	2	0	1	2	1	P F F P
61C. Spatial Aptitude																																								
ACER MECHANICAL COMPREHENSION TEST (ACER)	0	0	2	0	0	0	0	0	1	1	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
ACER MECHANICAL REASONING TEST (ACER)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	1	2	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
APTITUDE TESTS FOR OCCUPATIONS Mechanical Aptitude (CTB)	0	1	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	1	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Spatial Relationships (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Spatial Relationships (CTB)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	1	0	1	0	0	0	1	3	2	P F G P
DAILEY VOCATIONAL TESTS: SPATIAL VISUALIZATION TEST (HMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	1	1	P G G P
DETROIT GENERAL APTITUDES EXAMINATION Disarranged Pictures (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Non-Language (BMC)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Visual Imagery (BMC)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Total (BMC)	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	2	1	1	0	1	1	1	0	1	2	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Visual Imegery (BMC)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Pulleys (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT TESTS OF LEARNING APTITUDE Disarranged Pictures (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
DIFFERENTIAL APTITUDE TESTS Space Relations (PC)	0	1	2	0	1	1	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
EMBEDDED FIGURES TEST (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	3	0	1	0	0	P G P P
FLAGS: A TEST OF SPACE THINKING (IRC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Assembly (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Components (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Spatial Orientation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Spatial Visualization (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Puzzle Blocks (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Spatial Reasoning (MSH)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total Test (MSH)	1	1	1	0	1	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	1	P P P P
JASTAK TEST Space Completion (RC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
LEITER INTERNATIONAL PERFORMANCE SCALE (WPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	3	2	P F P P
MacQUARRIE TEST FOR MECHANICAL ABILITY Blocks (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	[illegible]	0	1	0	0	0	0	1	0	0	P G F P
MATHEMATICAL AND TECHNICAL TEST Filling Up Gaps (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MATHEMATICAL AND TECHNICAL TEST Technical Insight (GH)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
MEASUREMENT OF SKILLS Skill in Orientation (AVA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill with Shape (AVA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F P P
MECHANICAL MOVEMENTS (IRC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P G F P
MULTIPLE APTITUDE TESTS Spatial Visualization Spatial Relations - 2 Dimensions (CTB)	0	1	2	0	1	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Spatial Visualization Spatial Relations - 3 Dimensions (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Spatial Visualization Total Test (CTB)	0	1	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	P G G F
OBJECT-COMPLETION TEST (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
OCCUPATIONAL EXAMINATION Spatial Relations (NLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	1	0	2	P G P P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERCEPTUAL MAZE TEST Individual Version VC 1 (MeRC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Arthur Stencil Design Test 1 (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Full Scale (PC)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	P P P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS TESTS - VINELAND REVISION (PC)	1	0	2	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
PRIMARY MECHANICAL ABILITY TESTS Bolts (STA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
PRIMARY MECHANICAL ABILITY TESTS General Mechanical Ability (STA)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PRIMARY MECHANICAL ABILITY TESTS Missing Lines (STA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Spatial Relations (SRA)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	3	2	P F F F
PRIMARY MENTAL ABILITIES FOR GRADES 9-12 Spatial Relations (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	0	0	1	3	2	P G F F
PROGNOSTIC TEST OF MECHANICAL ABILITIES Checking Measurements (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	1	P F F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Spatial Relationships (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	2	1	P G F P
REVISED MINNESOTA PAPER FORM BOARD TEST (PC)	0	0	2	0	0	1	0	1	1	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	0	1	1	3	1	P F F F
SPACE FORM TEST (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SRA MECHANICAL APTITUDES Space Relations (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STENCIL DESIGN TEST 1 (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	2	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance Score (PC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	1	3	2	P G P P
61D. Mathematical Facility																																								
ACER SHORT CLERICAL TEST Arithmetic Test (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
APTITUDE TESTS FOR OCCUPATIONS Computational Aptitude (CTB)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	1	P F G F
CLERICAL TESTS Addition and Multiplication (STA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
CROSS REFERENCE TEST (PA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
FLANAGAN APTITUDE CLASSIFICATION TESTS Arithmetic (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
GENERAL CLERICAL TEST Numerical (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
HOLMES' PERFLUDEX TESTS Flu-Numb Test (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
INTERMEDIATE BATTERY Arithmetical Problems (NIPR)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
INTERMEDIATE BATTERY Computation (NIPR)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Numbers (AVA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P G P P
O'ROURKE CLERICAL APTITUDE TEST, JUNIOR GRADE Reasoning Test (ORD)	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P P F P
OFFICE ARITHMETIC TEST (ETSA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
OFFICE SKILLS ACHIEVEMENT TEST Arithmetic (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P F F P
PURDUE CLERICAL ADAPTABILITY TEST Computation (PRF)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PURDUE CLERICAL ADAPTABILITY TEST Reasoning (Arithmetical) (PRF)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ARITHMETIC INDEX Addition and Subtraction of Whole Numbers (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA ARITHMETIC INDEX Decimals and Percentages (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA ARITHMETIC INDEX Fractions (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA ARITHMETIC INDEX Multiplication and Division of Whole Numbers (SRA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SRA CLERICAL APTITUDES Office Arithmetic (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P G F P
SRA MECHANICAL APTITUDES Shop Arithmetic (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
61E. Vocational Creativity																																								
CREE QUESTIONNAIRE (IRC)	1	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
61F. Managerial Aptitude																																								
61G. Interpersonal Skills																																								
APTITUDE TESTS FOR OCCUPATIONS General Sales Aptitude (CTB)	0	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	1	P G G P
62. GENERAL VOCATIONAL ATTITUDES																																								
62A. Vocational Responsibility																																								
CURTIS INTEREST SCALE Desire for Responsibility (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Aspiration (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Creativity, Independence (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Qualifications Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Self-Actualization (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION		INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KUDER PREFERENCE RECORD - PERSONAL Preference for Directing or Influencing Others (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
WORK VALUES INVENTORY Independence (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Security (HMC)	1	0	0	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Way of Life (HMC)	1	0	0	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
62B. Job Adaptability																																								
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 2 Interest (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 2 Stability-Security (CRAC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 2 Working Conditions (CRAC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Environment Concern (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Risk (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Routine Dependence (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Security (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Time Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
KUDER PREFERENCE RECORD - PERSONAL Preference for Familiar and Stable Situations (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
WORK VALUES INVENTORY Economic Returns (HMC)	1	0	1	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Prestige (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Variety (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
62C. Vocational Relationships																																								
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 2 Companionship (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Belongingness (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Co-Worker Concern (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Defensiveness (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
IDEAL LEADER BEHAVIOR (UPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
KUDER PREFERENCE RECORD - PERSONAL Preference for Avoiding Conflict (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - PERSONAL Preference for Being Active in Groups (SRA)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
WORK VALUES INVENTORY Associates (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Supervisory Relations (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Surroundings (HMC)	1	0	1	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
62D. Career Preparation																																								
CAREER MATURITY INVENTORY, COMPETENCE TEST Choosing a Job (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	2	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P G F P
CAREER MATURITY INVENTORY, COMPETENCE TEST Knowing About Jobs (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P G F P
CAREER MATURITY INVENTORY, COMPETENCE TEST Looking Ahead (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Monetary Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
LEADERSHIP Q-SORT TEST Consideration for Others (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Decision Making (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
LEADERSHIP Q-SORT TEST Mental Health (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Personal Integrity (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Teaching and Communication (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Technical Information (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Total Score (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LIFE ADJUSTMENT INVENTORY Vocational Orientation and Preparation (PA)	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
NM ATTITUDE TOWARD WORK TEST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
NM CAREER DEVELOPMENT TEST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P G F P
NM CAREER ORIENTED ACTIVITIES CHECKLIST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	2	0	1	0	2	P G F P
NM CAREER PLANNING TEST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
NM JOB APPLICATION PROCEDURES TEST (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
NM KNOWLEDGE OF OCCUPATIONS TEST (M)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
63. VOCATIONAL INTERESTS																																								
CHOICE MOTIVATOR SCALE (GPCT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My Career Plans (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL My Career Plans (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Aptitude Concern (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Femininity (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Masculinity (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Sum of Two Major Scores (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
SELF-DIRECTED SEARCH, SUMMARY CODE (CPP)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	3	0	0	0	0	0	0	P G F P
WIDE RANGE INTEREST-OPINION TEST Interest Spread (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WORK INTEREST INDEX (NON-VERBAL) (IRC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
63A. Mechanical-Manual Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Mechanical (PC)	2	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Practical (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Technical, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER GUIDANCE INVENTORY Carpentry and Woodworking (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Drafting and Design Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Electrical Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Food Service (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Masonry (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Mechanical Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Mechanical Repair (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Medical Technology - Laboratory (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Painting and Decorating (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS,													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CAREER GUIDANCE INVENTORY Plumbing and Pipefitting (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Printing (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Science, Skilled (EGI)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER GUIDANCE INVENTORY Sheet Metal and Welding (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Tool and Die Making - Precision Machining (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Transportation Services (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Practical-Technical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group L (CRAC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Practical - Boys (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Practical - Girls (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Mechanics (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Production (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
DF OPINION SURVEY Need for Precision (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	[illegible]	0	P G F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Operative (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Skilled Mechanical (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Mechanical (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	3	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Mechanical (WPS)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	2	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Technology (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Designing Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Designing Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Manipulative Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Manipulative Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Mechanical (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Mechanical (PSCP)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Scientific - Technical (PSCP)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Physical Abilities Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Things Orientation (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Machine Design (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Machine Operation (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Repair and Construction (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Unskilled Labor (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Mechanical (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Mechanical (SRA)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER PREFERENCE RECORD - VOCATIONAL Mechanical (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
MINNESOTA VOCATIONAL INTEREST INVENTORY Carpenter (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Carpentry (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA VOCATIONAL INTEREST INVENTORY Electrician (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Electronics (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Industrial Education Teacher (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Machinist (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Mechanical (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Painter (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Plasterer (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Plumber (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Pressman (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Printer (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Radio-TV Repairman (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Sheet Metal Worker (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Truck Driver (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Truck Mechanic (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Warehouseman (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Manipulative (CTB)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Mechanical (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Manipulative (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Mechanical (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Crafts and Precise Operations (HBJ)	2	1	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	F F G P
OHIO VOCATIONAL INTEREST SURVEY Inspecting and Testing (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Machine Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Manual Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Mechanical (ACER)	0	1	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	3	0	1	1	1	P G F F
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Practical (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	1	0	1	1	1	P F F P
PICTURE INTEREST INVENTORY Mechanical (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PRIMARY BUSINESS INTERESTS TEST Sales - Store (CA)	2	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Mechanical (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Practical (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Technical (TNS)	0	0	2	0	0	0	0	0	1	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	1	2	P F F P
VOCATIONAL INTEREST PROFILE (VIP) Mechanical (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Machine Operation (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Mechanics (GAD)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Physical Science (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
63B. Social Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Personal Service (For Girls and Women) (PC)	2	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Professional (PC)	2	1	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Food and Drink (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Humanitarian (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Military (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION People (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Service, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Service, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER GUIDANCE INVENTORY Business Management (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Industrial Production Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Medical Technology - Nursing (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Protective Services (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Sales (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Social Service (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group F (CRAC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group G (CRAC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part I Social - Boys (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part I Social - Girls (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Direct Sales (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CURTIS INTEREST SCALE Entertainment (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Interpersonal (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Entertainment (NFER)	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FACTORIAL INTEREST BLANK Humanitarian (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FACTORIAL INTEREST BLANK Sociable (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Managerial (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Persuasive (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Social Service (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Personal Service (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Persuasive (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Social Service (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	2	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Persuasive (WPS)	1	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Social Service (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Service (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Business-Political: Leadership Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Business-Political: Leadership Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Personal Assistance: Personal Service Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Personal Assistance: Personal Service Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Personal Assistance: Social Welfare Hobby (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Personal Assistance: Social Welfare Vocation (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Social Activity: Gregarious Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Social Activity: Persuasive Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Social Activity: Persuasive Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Leadership (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Service (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Business Contact (PSCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Health and Welfare (PSCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Service (PSCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY People Orientation (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Arbitrative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Bargaining (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Business Management (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Buyer (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Disciplinary (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Disputatious (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Labor Management (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Medical Service (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Nursing Service (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS One-Order Selling (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Outside Selling (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Persuasive (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Power Seeking (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Production Supervision (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Propaganda (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Retail Selling (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Sales Complaints (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Self-Aggrandizing (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Selling Intangibles (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Selling Real Estate (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Social Service (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Supervisory Initiative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Teaching Service (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Persuasive (SRA)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Social Service (SRA)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KUDER PREFERENCE RECORD - VOCATIONAL Persuasive (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - VOCATIONAL Social Service (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
MINNESOTA VOCATIONAL INTEREST INVENTORY Hospital Attendant (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Milk Wagon Driver (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Retail Sales Clerk (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Sales-Office (PC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Personal-Social (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Verbal (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Personal-Social (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Verbal (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Caring for People or Animals (HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Customer Services (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Management and Supervision (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Nursing and Related Technical Services (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Personal Services (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Promotion and Communication (HBJ)	2	1	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	F F G P
OHIO VOCATIONAL INTEREST SURVEY Sales Representative (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Skilled Personal Services (HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OHIO VOCATIONAL INTEREST SURVEY Teaching, Counseling, and Social Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Training (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P
PERSONAL AUDIT - FORM LL Seriousness - Impulsiveness (SRA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Medical (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Persuasive (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Social Service (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Persuasive (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	1	0	1	3	1	P G F F
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Social Service (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	3	0	1	3	1	P F F F
PICTURE INTEREST INVENTORY Interpersonal Service (CTB)	2	1	2	0	0	0	0	1	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PICTORIAL STUDY Economic (PA)	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
PICTORIAL STUDY Political (PA)	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	3	1	P P F P
PICTORIAL STUDY Social (PA)	1	0	2	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	1	P P F P
PRIMARY BUSINESS INTERESTS TEST Collections and Adjustments (CA)	2	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Literary (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Medical (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Persuasive (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Social Service (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Humane (TNS)	0	0	2	0	0	0	0	0	2	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SAFRAN STUDENT'S INTEREST INVENTORY Service (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	3	2	P F F P
THURSTONE INTEREST SCHEDULE Business (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Executive (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Humanitarian (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Persuasive (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
VOCATIONAL INTEREST PROFILE (VIP) Persuasive (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL INTEREST PROFILE (VIP) Service (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Agreement (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Ambition (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Chosen Skill Level (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Literature (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Management (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Personal Service (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Protective Service (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Sales (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Social Science (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Social Service (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Altruism (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WORK VALUES INVENTORY Management (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	2	2	P F F P
63C. *Theoretical Interests*																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Scientific (PC)	2	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Biological Sciences (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Business (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Intellectual (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Legal (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Physical Sciences. (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Religious (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Professional (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Science, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER GUIDANCE INVENTORY Chemical and Laboratory Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Communications (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Data Processing Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Environmental Health Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Technical, Professional (EGI)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	0	0	0	P G F P
CAREER INTERESTS TEST Scientific-Theoretical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrater	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group E (CRAC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CURTIS INTEREST SCALE Science (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
DF OPINION SURVEY Liking for Thinking (SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F P
FACTORIAL INTEREST BLANK Literate (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FACTORIAL INTEREST BLANK Scientific-Mechanical (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Numerical (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Scientific (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Verbal (GCT)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Computational (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	3	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Literary (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Scientific (WPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	2	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Computational (WPS)	1	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Literary (WPS)	1	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Scientific (WPS)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Business-Political: Mercantile Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Business-Political: Mercantile Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Linguistic: Appreciative Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Linguistic: Expressive Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Linguistic: Expressive Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Scientific: Investigatory Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Scientific: Investigatory Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Scientific: Theoretical Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Scientific: Theoretical Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Creative (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Mercantile (SPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Scientific (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Data Orientation (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Information, Knowledge (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Amusement: Appreciative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Applied Chemistry (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Basic Biological Problems (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Basic Chemical Problems (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Basic Physical Problems (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Basic Psychological Problems (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Literary: Appreciative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Musical: Appreciative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Philosophical (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Sports: Appreciative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Visual Art: Appreciative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Academic (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Scientific (SRA)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER PREFERENCE RECORD - PERSONAL Preference for Working with Ideas (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - VOCATIONAL Scientific (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
LIFE ADJUSTMENT INVENTORY Orientation to Science (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA VOCATIONAL INTEREST INVENTORY "Clean Hands" (PC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Health Service (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Tabulating Machine Operator (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED The Sciences (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE The Sciences (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Applied Technology (HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Appraisal (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Medical (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Scientific (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Scientific (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	3	0	1	1	1	P G F F

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
TEST NAME	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PICTORIAL STUDY Theoretical (PA)	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
PICTURE INTEREST INVENTORY Computational (CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PICTURE INTEREST INVENTORY Scientific (CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PICTURE INTEREST INVENTORY Verbal (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
ROTHWELL-MILLER INTEREST BLANK Scientific (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Scientific (TNS)	0	0	2	0	0	0	0	0	2	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	2	2	P F F P
THURSTONE INTEREST SCHEDULE Biological Science (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Linguistic (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Physical Science (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
VOCATIONAL INTEREST PROFILE (VIP) Numerical (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL INTEREST PROFILE (VIP) Scientific (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Biological Science (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Number (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Intellectual Stimulation (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
63D. Outdoor Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Agricultural (For Boys and Men) (PC)	2	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	0	0	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Agricultural (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Outdoor (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Sport (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Travel (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Outdoor (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER GUIDANCE INVENTORY Agriculture and Forestry Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Civil and Architectural Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Outdoor-Physical (EdITS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Active - Outdoor - Boys (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Active - Outdoor - Girls (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Farming (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Physical (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FACTORIAL INTEREST BLANK Rural-Practical (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Outdoor (GCT)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Outdoor (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Outdoor (WPS)	1	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Outdoor (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Outdoor: Athletic Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Outdoor: Athletic Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Outdoor: Natural Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Outdoor: Natural Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Natural (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Outdoor (PSCP)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Location Concern (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Adventure (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Farm or Ranch (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Gardening (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Hunting (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Sports: Participative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Farm Agricultural (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Outdoor (SRA)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER PREFERENCE RECORD - VOCATIONAL Outdoor (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
MINNESOTA VOCATIONAL INTEREST INVENTORY Outdoors (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Natural (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Natural (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Agriculture (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Outdoor (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Outdoor (ACER)	0	1	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	3	0	1	1	1	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PICTURE INTEREST INVENTORY Natural (CTB)	2	0	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
ROTHWELL-MILLER INTEREST BLANK Outdoor (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Outdoor (TNS)	0	0	2	0	0	0	0	0	1	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Activity by Sex (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Athletics (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Outdoor (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Risk (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
635. Creative Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Esthetic (PC)	2	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Aesthetic (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Entertainment (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Literary (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Aesthetic, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Aesthetic, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	0	0	0	P G F P
CAREER INTERESTS TEST Aesthetic-Literary (EdITS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group H (CRAC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group J (CRAC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Artistic - Boys (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Artistic - Girls (CRAC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Applied Arts (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Aesthetic (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	P P F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Artistic (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Musical (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Artistic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Dramatic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	2	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Musical (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Artistic (WPS)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Dramatic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Musical (WPS)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	2	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Arts (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Artistic: Appreciative Hobby (SPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Artistic: Appreciative Vocation (SPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Artistic: Expressive Hobby (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Artistic: Expressive Vocation (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Aesthetic (SPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Literary (SPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Artistic (PSCP)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	2	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Amusement: Managerial (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Amusement: Productive (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Literary: Productive (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Musical: Composing (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Musical: Performing (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Visual Art: Decorative (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Visual Art: Productive (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Artistic (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Artistic (SRA)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Literary (SRA)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Musical (SRA)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER PREFERENCE RECORD - VOCATIONAL Artistic (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - VOCATIONAL Literary (SRA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - VOCATIONAL Musical (SRA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED The Arts (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE The Arts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Artistic (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OHIO VOCATIONAL INTEREST SURVEY Entertainment and Performing Arts (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Literary (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	2	0	1	0	0	P F G P
OHIO VOCATIONAL INTEREST SURVEY Music (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Artistic (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Literary (ACER)	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Artistic (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	3	0	1	1	1	P G F F
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Literary (ACER)	0	0	1	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	3	0	1	1	1	P G F F
PICTURE INTEREST INVENTORY Esthetic (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PICTORIAL STUDY Aesthetic (PA)	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
ROTHWELL-MILLER INTEREST BLANK Aesthetic (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Musical (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Artistic (TNS)	0	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	2	2	P F F P
THURSTONE INTEREST SCHEDULE Artistic (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
THURSTONE INTEREST SCHEDULE Musical (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
VOCATIONAL INTEREST PROFILE (VIP) Artistic (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL INTEREST PROFILE (VIP) Literary (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL INTEREST PROFILE (VIP) Musical (UBCB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Art (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WIDE RANGE INTEREST-OPINION TEST Drama (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Music (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Creativity (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Esthetics (HMC)	1	0	2	0	1	0	1	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
63F. Office Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Commercial (PC)	2	1	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Secretarial (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Skilled (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Clerical (EITS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Skilled (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
CAREER INTERESTS TEST Commercial-Clerical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group K (CRAC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	1	P F G P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Office - Boys (CRAC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CROWLEY OCCUPATIONAL INTERESTS BLANK Part 1 Office - Girls (CRAC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Business (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
CURTIS INTEREST SCALE Computation (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FOWLER-PARMENTER SELF-SCORING INTEREST RECORD Clerical (GCT)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Clerical (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GEIST PICTURE INTEREST INVENTORY: MALE Clerical (WPS)	1	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	1	0	2	0	1	1	1	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Business (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Office Work: Clerical Hobby (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Office Work: Clerical Vocation (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Office Work: Numerical Hobby (SPS)	0	[illegible]	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Office Work: Numerical Vocation (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Clerical (SPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HACKMAN-GAITHER VOCATIONAL INTEREST INVENTORY Business - Clerical (PSCP)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	3	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Clerical (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
HOW WELL DO YOU KNOW YOUR INTERESTS Numerical (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	2	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Business and Economic (PA)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Clerical (SRA)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Computational (SRA)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	0	0	P G F P
KUDER PREFERENCE RECORD - VOCATIONAL Clerical (SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
KUDER PREFERENCE RECORD - VOCATIONAL Computational (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
MINNESOTA VOCATIONAL INTEREST INVENTORY Office Work (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Stock Clerk (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Business (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGF	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Computational (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Business (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Computational (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Clerical Work (HBJ)	2	1	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	F F G P
OHIO VOCATIONAL INTEREST SURVEY Numerical (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	1	1	1	2	0	3	0	1	0	0	P F G P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Clerical (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Computational (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Clerical (ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	3	0	0	1	3	1	P G F F
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Computational (ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	1	0	1	1	1	P F F P
PICTURE INTEREST INVENTORY Business (CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
PRIMARY BUSINESS INTERESTS TEST Accounting (CA)	2	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Sales-Office (CA)	2	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Stenographic-Filing (CA)	2	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Clerical (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ROTHWELL-MILLER INTEREST BLANK Computational (ACER)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Economic (TNS)	0	0	2	0	0	0	0	0	2	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	3	2	P F F P
THURSTONE INTEREST SCHEDULE Computational (PC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
VOCATIONAL INTEREST PROFILE (VIP) Clerical (UBCB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WIDE RANGE INTEREST-OPINION TEST Office Work (GAD)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Sedentariness (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	0	2	0	1	1	0	0	0	1	1	2	P F F P
63G. Domestic Interests																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Clothing and Appearance (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
HOW WELL DO YOU KNOW YOUR INTERESTS Domestic Service (EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	1	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Baker (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Food Service (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MINNESOTA VOCATIONAL INTEREST INVENTORY Food Service Manager (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Practical (ACER)	0	0	1	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES																																								
64A. Auditory Acuity																																								
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	2	0	1	0	1	0	0	1	0	0	0	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F F P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	2	0	1	0	1	0	0	1	0	0	0	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
HOLLIEN-THOMPSON GROUP HEARING TEST (LRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
KWALWASSER-DYKEMA MUSIC TESTS Intensity Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Quality Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
KWALWASSER-DYKEMA MUSIC TESTS Time Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Memory (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Total Score (CF)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	1	0	0	P P F P
LEBLANC MUSIC TALENT QUIZ (LME)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Isolated Sounds in Sequence (TRC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P G P P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Sounds within Syllable Pattern (TRC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Total (TRC)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	2	0	0	0	1	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Chords (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Full Test Battery (GH)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Pitch (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Rhythm (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Tunes (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Pitch Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Chord Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Meter (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F
MUSICAL APTITUDE PROFILE Rhythm Imagery Tempo (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	1	2	P F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Total (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
MUSICAL TALENT TEST (FEO)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS												
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT				
TEST NAME	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1
PIMSLEUR LANGUAGE APTITUDE BATTERY Auditory (HBJ)	0	1	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound Discrimination (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound-Symbol Association (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
PIMSLEUR LANGUAGE APTITUDE BATTERY Total (HBJ)	0	1	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Loudness (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Pitch (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Timbre (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Time (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SEASHORE MEASURES OF MUSICAL TALENTS Tonal Memory (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1
SELMER MUSIC GUIDANCE SURVEY Chords (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
SELMER MUSIC GUIDANCE SURVEY Melody (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
SELMER MUSIC GUIDANCE SURVEY Pitch (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
SELMER MUSIC GUIDANCE SURVEY Rhythm (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
SELMER MUSIC GUIDANCE SURVEY Total (HASI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Shortened Form (NFER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total (NFER)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1

	ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	ADMINISTRATION				INTERPRETATION						RELIABILITY						
TEST NAME	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Auditory (HBJ)	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound Discrimination (HBJ)	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound-Symbol Association (HBJ)	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Total (HBJ)	2	1	0	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Loudness (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Pitch (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Timbre (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Time (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Tonal Memory (PC)	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
SELMER MUSIC GUIDANCE SURVEY Chords (HASI)	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Melody (HASI)	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Pitch (HASI)	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Rhythm (HASI)	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Total (HASI)	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Shortened Form (NFER)	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	0	P F G P
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total (NFER)	2	1	0	2	1	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TILSON-GRETSCH MUSICAL APTITUDE TEST Intensity (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST Pitch (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST Time (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST Tonal Memory (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TILSON-GRETSCH MUSICAL APTITUDE TEST Total (FGC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
VISION, HEARING, AND MOTOR COORDINATION: ADVANCED PRE-TESTS Auditory Acuity (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
64B. Visual Acuity																																								
DETROIT GENERAL APTITUDES EXAMINATION Sizes (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Inspection (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Perceptual Speed (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
HARRIS TESTS OF LATERAL DOMINANCE Stereoscopic Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Location (CTB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Pursuit (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MATHEMATICAL AND TECHNICAL TEST Continuing Patterns (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
MATHEMATICAL AND TECHNICAL TEST Copying Models (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Basic Screen Test - Vision (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERCEPTUAL SPEED (IDENTICAL FORMS) (IRC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PRIMARY MECHANICAL ABILITY TESTS Crosses (STA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	0	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
VISION, HEARING, AND MOTOR COORDINATION: ADVANCED PRE-TESTS Visual Acuity	(CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	1	0	0	P G G P
WILSON DRIVER SELECTION TEST Depth Visualization	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
WILSON DRIVER SELECTION TEST Recognition of Simple Detail	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
WILSON DRIVER SELECTION TEST Total	(MB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
WILSON DRIVER SELECTION TEST Visual Attention	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
64C. Coordination																																									
BENDER MOTOR GESTALT TEST	(AOAI)	2	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	2	0	0	1	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Physiological Response to Failure	(WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Psychological Response to Failure	(WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CLERICAL SKILLS SERIES Eye-Hand Accuracy	(MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P G P P
DETROIT GENERAL APTITUDES EXAMINATION Circles	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Motor	(BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
DETROIT TESTS OF LEARNING APTITUDE Motor Speed and Precision	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION	(FEC)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Coordination	(SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Patterns	(SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
FLANAGAN APTITUDE CLASSIFICATION TESTS Precision	(SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
HOLMES' PERFLUDEX TESTS Dex-Man Scale	(PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Combined Score (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	1	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Copying (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Dotting (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Tapping (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Tracing (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P G F P
MINNESOTA RATE OF MANIPULATION TESTS Displacing Test (AGS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA RATE OF MANIPULATION TESTS One-Hand Turning and Placing Test (AGS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA RATE OF MANIPULATION TESTS Placing Test (AGS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA RATE OF MANIPULATION TESTS Turning Test (AGS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA RATE OF MANIPULATION TESTS Two-Hand Turning and Placing Test (AGS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA SPATIAL RELATIONS TEST All Boards (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	2	0	1	0	0	0	0	1	3	1	P F F P
MINNESOTA SPATIAL RELATIONS TEST Boards A and B (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	2	0	1	0	0	0	0	1	3	1	P F F P
MINNESOTA SPATIAL RELATIONS TEST Boards C and D (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	1	0	2	0	1	0	0	0	0	1	3	1	P F F P
MOORE EYE-HAND COORDINATION TEST Color Matching (JEM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
MOORE EYE-HAND COORDINATION TEST Speed of Eye-Hand Coordination (JEM)	0	0	2	0	0	0	0	0	0	2	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	1	3	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Seguin Form Board Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
STROMBERG DEXTERITY TEST (PC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TURSE SHORTHAND APTITUDE TEST Stroking (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
VISION, HEARING, AND MOTOR COORDINATION: ADVANCED PRE-TESTS Motor Coordination (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding B (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	2	0	0	1	0	0	0	0	0	0	1	3	2	P G P P
WILSON DRIVER SELECTION TEST Eye-Hand Coordination (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
WILSON DRIVER SELECTION TEST Steadiness (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
64D. Dexterity																																								
BENNETT HAND-TOOL DEXTERITY TEST (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
CRAWFORD SMALL PARTS DEXTERITY TEST Pins and Collars (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
CRAWFORD SMALL PARTS DEXTERITY TEST Screws (PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
FOSTER MAZES, A AND B (CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HOLMES' PERFLUDEX TESTS Dex-Aim Test (PH)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Motor Coordination (PTS)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Sign Language (PTS)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
MANIPULATIVE APTITUDE TEST Left Hand (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P G F P
MANIPULATIVE APTITUDE TEST Right Hand (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P G F P
MANIPULATIVE APTITUDE TEST Total Manipulative Aptitude (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P G F P
MEASUREMENT OF SKILLS Skill With Fingers (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P F F P
O'CONNOR FINGER DEXTERITY TEST (WPS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P G P P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PENNSYLVANIA BI-MANUAL WORK SAMPLE Assembly (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PENNSYLVANIA BI-MANUAL WORK SAMPLE Disassembly (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PENNSYLVANIA BI-MANUAL WORK SAMPLE Total (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
PRACTICAL DEXTERITY BOARD (SPECO)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	0	1	1	2	1	0	2	0	1	2	0	0	0	1	0	0	P F F P
PURDUE PEGBOARD Assembly (SRA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PURDUE PEGBOARD Both Hands (SRA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PURDUE PEGBOARD Left Hand (SRA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PURDUE PEGBOARD R + L + B (SRA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PURDUE PEGBOARD Right Hand (SRA)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
STRUCTURAL DEXTERITY TEST (CBC)	0	1	2	0	0	0	0	0	1	1	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	2	3	0	0	3	1	P F P F
TAPPING TEST (PTA)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
TWEEZER DEXTERITY TEST (WPS)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
64E. Physical Stamina and Strength																																								

APPENDIX A: PARTIAL LIST OF REFERENCES SUPPORTING THE SECONDARY GOAL TAXONOMY

American Association for Health, Physical Education, and Recreation. *Evaluation instrument in health education.* Washington, D.C.: AAHPER, 1965.

Barnes, D. L. *Psychological considerations in religious education.* Muncie, Ind.: Ball State University, 1966.

Barry, J. D. The future of the English curriculum. New York: Modern Language Association of America, 1967. [ED 013 831]

Beck, V., et al. Foods and related areas. Tentative supplement no. 4, Home economics curriculum guide, grades 9–12. Gary City Public School System, Ind., 1966. [ED 048 207]

Belasco, S. (Ed.) *Anthology for use with a guide for teachers in NDEA language institutes.* Boston: D. C. Heath, 1961.

Bennett, W. A. *Aspects of language and language teaching.* London: Cambridge University Press, 1968.

Briggs, J., Mettler, F., & Denholm, R. *Implementing mathematics programs in California, A guide K-8.* Menlo Park, Calif.: Pacific Coast Publishers, 1964.

Broward County Home Economics Curriculum Development Project, July 1, 1967 to July 1, 1970. Final Report. Broward County School Board, Fort Lauderdale, Florida, 1970. [ED 055 158]

Brown, M. L., et al. Two approaches to teaching syntax. Indiana University English Curriculum Study Series, 1967. [ED 015 199]

Brown, W. F. *Guide to making oral reports.* San Marcos, Texas: Effective Study Materials, 1971.

Bucher, C. A. *Administration of health and physical education programs.* St. Louis, Missouri: C. V. Mosby, 1971.

Buck, R. C. Goals for mathematics instruction. *The American Mathematical Monthly,* 1965, *72,* 949–956.

Butler, D. *A Guide to available Project English materials.* Champaign, Ill.: Clearinghouse on the Teaching of English, 1969.

California Association for Supervision and Curriculum Development. *A practical handbook for implementation of foreign language programs.* Hayward, Calif.: Alameda County School Department, 1967.

California Curriculum Commission. Summary of Report of Advisory Commission on Mathematics to California Curriculum Commission. *Bulletin of California State Department of Education, 32,* 1973.

Cambridge Conference on School Mathematics. *Goals for school mathematics: The report of the Cambridge Conference on School Mathematics.* Boston: Houghton Mifflin, 1963.

Carruthers, R. B. *Building better English tests: A guide for teachers of English in the secondary school.* Champaign, Ill.: National Council of Teachers of English, 1963.

Christ, H. I., & Tressler, J. C. *Heath handbook of English,* Boston: D. C. Heath, 1961.

Clark, L. H. *The American secondary school curriculum.* New York: Macmillan, 1972.

College Entrance Examination Board. *Program for college preparatory mathematics.* New York: CEEB, 1959.

College Entrance Examination Board. *Report of the Commission on Mathematics.* New York: CEEB, 1959.

Commission on Undergraduate Education in the Biological Sciences. *Testing and evaluation in the biological sciences.* Washington, D.C.: Office of Biological Education, American Institute of Biological Sciences, 1967.

Committee on Christian Family Life. Some guides for sex education and marriage preparation. Toronto: United Church of Canada, 1968. [ED 023 997]

Conlin, D. A. *A modern approach to teaching English.* New York: American Book Co., 1968.

Conlin, D. A. *Our language today 7, 8.* New York: American Book Co., 1966.

Consumer education: A guide for home economics teachers. Clemson University, South Carolina Vocational Education Media Center, 1968. [ED 029 136]

Corbin, R. K. *Guide to modern English 9, 10.* Chicago: Scott Foresman, 1960.

Corbin, R. K. *Guide to modern English 11, 12.* Chicago: Scott Foresman, 1963.

Crisp, R. E. Issues in the preparation of teachers of English. Illinois State-Wide Curriculum Study Center, Urbana, 1967. [ED 019 257]

Curricular developments report. College Park, Md.: International Clearinghouse on Science and Mathematics, 1966–1971.

Curriculum materials for technical education; Annotated listing of materials available from public education agencies. Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C., 1971. [ED 057 274]

Curto, J. J. *Writing with understanding.* Columbus, Ohio: Charles E. Merrill, 1966.

Daughtrey, G. *Methods in physical education and health for secondary schools.* Philadelphia: W. B. Saunders, 1967.

David, A. Teaching education through an innovation of modern technology. *The National Catholic Education Association Bulletin,* 1969, *65,* 25–30.

Davis, R. B. Mathematics teaching—With special reference to epistemological problems. *Journal of Research and Development in Education*, Monograph No. 1, Fall, 1967.

Dawson, M. A. *Children learn the language arts*. Minneapolis: Burgess, 1959.

DeBoer, J. J. *Teaching secondary English*. Westport, Conn.: Greenwood Press, 1970.

Demonstration programs of vocational education in South Carolina Region V. Interim Report and attachments A–E. South Carolina Region 5 Educational Services Center, Lancaster, 1971. [ED 058 408]

Desmond, J. *Composition: Models and exercises 8*. Sacramento: California State Department of Education, 1967.

The development and testing of approaches to the teaching of English in the junior high school. Final Report. Florida State University, Tallahassee, Curriculum Study Center, 1968. [ED 020 934]

Donoghue, M. R. *Foreign languages and the schools*. Dubuque, Iowa: W. C. Brown, 1967.

Dubisch, R. *The teaching of mathematics, From intermediate algebra through first year calculus*. New York: Wiley, 1963.

Edwards, M., et al. Clothing and related areas—Grades 9–12; Home economics curriculum guide. Gary City Public School System, Ind., 1967. [ED 048 206]

Evans, R. School science curriculum. *Science Education News*, 1964, *64*.

Family life education: A guide to a curriculum. Metropolitan Effort Toward Regional Opportunity, Wethersfield, Conn., 1967. [ED 025 783]

Family living including sex education. New York City Board of Education, Brooklyn, 1967. [ED 024 978]

Ferris, F. L. Secondary school science. *Science Education News*, 1964, *64*.

Fodor, J. T., et al. Framework for health instruction in California public schools, kindergarten through grade twelve. California State Department of Education, Sacramento, 1970. [ED 047 985]

Fodor, J. T. *Health instruction: Theory and application*. Philadelphia: Lea & Febiger, 1966.

Forcinelli, J. High school history of world religions. *Social Education*, 1969, *33*, 926–927.

Fowler, M. E. *Teaching language, composition, and literature*. New York: McGraw-Hill, 1965.

Fraser, D. M. *Current curriculum studies in academic subjects*. Washington, D.C.: National Education Association, 1962.

French, W. *Behavioral goals of general education in high school*. New York: Russell Sage Foundation, 1957.

Garrett, A. B., Richardson, J. S., & Kiefer, A. S. *Chemistry: A first course in modern chemistry*. Boston: Ginn & Co., 1961.

Gater, J. L. *Handbook of information sources in education and the behavioral sciences*. Washington: Bureau of Research, U.S. Office of Education, 1968.

Gordon, E. J. *Essays on the teaching of English*. New York: Appleton-Century-Crofts, 1960.

Guidelines for home economics education in secondary schools. New Jersey State Department of Education, Trenton, Division of Vocational Education, 1968. [ED 028 277]

Haber-Schaim, U. Introductory physical science. *Science Education News*, 1964, *64*.

Hadamord, J. *The psychology of invention in the mathematical field*. Princeton: Princeton University Press, 1965.

Hall, O. A. *Teaching home economics*. (2nd ed.) New York: Wiley, 1970.

Hames, L. N. Can students be taught to mix alcohol and gasoline safely? *Journal of School Health*, 1971, *41*(9), 481–487.

Hansen, J. H. & Hearn, A. C. *The middle school program*. Chicago: Rand McNally, 1971.

Harding, D. H. *The new pattern of language teaching*. London: Longmans, 1967.

Harris, C., et al. English language arts: Listening and speaking, K-12. New York State Education Department, Albany, Curriculum Development Center, 1969. [ED 057 660]

Harris, Y. Y. & Seibert, I. N. (Eds.) *A handbook of standard terminology and a guide for recording and reporting information about state education agencies*. Washington, D.C.: Office of Education, National Center for Educational Statistics, 1971.

Health: An instructional guide, Junior high school. Los Angeles City Schools, Division of Instructional Planning and Services, 1969. [ED 035 554]

Health and physical education curriculum guide, K-12. Reading Community Schools, Ohio, 1968. [ED 051 183]

Health instruction guide for Colorado schools, K-12. Colorado State Department of Education, Denver, Office of Instructional Services, 1969. [ED 031 736]

Hedges, W. D. *Testing and evaluation for the sciences in the secondary school*. Belmont, Calif.: Wadsworth, 1966.

Hester, R. M. (Ed.) *Teaching a living language*. New York: Harper & Row, 1970.

Hildreth, G. H. *Teaching reading: A guide to basic principles and modern practices*. New York: Holt, 1958.

Hillocks, G. *The dynamics of English instruction; Grades 7-12*. New York: Random House, 1971.
Hockett, C. F. *A course in modern linguistics*. New York: Macmillan, 1959.
Home economics curriculum guide. Tentative supplement no. 3. All-purpose teaching of home economics, Grades 7, 8, and 9. Gary City Public School System, Ind., 1964. [ED 050 053]
Hughes, H. P. *Linguistics and language teaching*. New York: Random House, 1968.
Hunter, D. R. The Seabury Series after six years in symposium: Current curriculum development. *Religious Education*, 1961, *56*, 248-252.
Hurd, P. D. *New curriculum perspective for junior high school science*. Belmont, Calif.: Wadsworth, 1970.
Hurd, P. D. *New directions in teaching secondary school science*. Chicago: Rand McNally, 1969.
Husen, T. (Ed.) *International study of achievement in mathematics: A comparison of twelve countries*. New York: Wiley, 1967.

Incorporated Association of Assistant Masters in Secondary Schools. *The teaching of mathematics*. Cambridge, England: Cambridge University Press, 1957.
Irwin, L. W. *The curriculum in health and physical education*. Dubuque, Iowa: W. C. Brown, 1960.

Jenkins, W. A. Priorities facing the National Council of teachers of English. Paper presented at the meeting of former presidents and executive secretaries of the National Council of Teachers of English, Urbana, Illinois, May 1971. [ED 058 202]
Jenkinson, E. B. *Books for teachers of English*. Bloomington, Ind.: University Press, 1968.
Jenkinson, E. B. Teachers guide to high school speech. Indiana University, Bloomington, English Curriculum Study Center, 1966. [ED 091 254]
Jenkinson, E. B., & Daghlian, P. B. Teaching literature in grades ten through twelve. Indiana University, Bloomington, English Curriculum Study Center, 1968. [ED 018 433]
Jenkinson, E. B., & Hawley, J. S. Teaching literature in grades seven through nine. Indiana University, Bloomington, English Curriculum Study Center, 1967. [ED 013 804]
Jenkinson, E. B. *Books for teachers of English*. Bloomington, Ind.: University Press, 1968.
Jenkinson, E. B. Teachers guide to high school speech. Indiana University, Bloomington, English Curriculum Study Center, 1966. [ED 091 254]
Jenkinson, E. B., & Daghlian, P. B. Teaching literature in grades ten through twelve. Indiana University, Bloomington, English Curriculum Study Center, 1968. [ED 018 433]
Jenkinson, E. B., & Hawley, J. S. Teaching literature in grades seven through nine. Indiana University, Bloomington, English Curriculum Study Center, 1967. [ED 013 804]
Johnson, L., & Swope, M. R. Facts about curricula in home economics in institutions of high learning. Eastern Illinois University, Charleston, 1970. [ED 054 710]
Johnson, T. J., & Hess, R. J. *Tests in the arts*. St. Anne, Missouri: Central Midwest Regional Educational Laboratory, 1970.
Junior high school evaluative criteria. Salt Lake City: Utah Department of Public Instruction, 1960.

Kanoti, G. A. Contemporary status of religious instruction in Roman Catholic secondary schools. *Religious Education*, 1970, *65*, 490-502.
Kilander, H. F. *School health education*. New York: Macmillan, 1962.
Kinsella, J. J. *Secondary school mathematics*. New York: Center for Applied Research in Education, 1965.
Kitzhaber, A. *The Oregon curriculum: A sequential program in English, language/rhetoric, I, II*. New York: Holt, Rinehart & Winston, 1968.
Kitzhaber, A. *The Oregon curriculum: A sequential program in English, language/rhetoric, III*. New York: Holt, Rinehart & Winston, 1968.
Kitzhaber, A. R. (Ed.) *The Oregon curriculum: A sequential program in English, language/rhetoric, IV*. New York: Holt, Rinehart & Winston, 1970.
Kratochuil, D. W., & Crewford, J. J. Hawaii English program developed by the Hawaii State Department of Education and the University of Hawaii. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., 1971. [ED 058 236]
Kutliroff, D. *Physics teachers' guide*. West Nyack, N.Y.: Parker, 1970.

Langton, C. *Health principles and practice*. St. Louis: C. V. Mosby, 1961.
Libbish, B. (Ed.) *Advances in the teaching of modern languages*. New York: Macmillan, 1964.
Liston, R. H. Senior high school science curriculum guidelines. Duval County Board of Public Instruction, Jacksonville, Fla., 1966. [ED 023 604]
Lunneborg, P. W. Evaluation of a human ecology curriculum from home economics: A proposal for high schools. Washington University, Seattle, Bureau of Testing, 1970. [ED 043 075]

Marshall, J. S. Junior high school science. *Science Education News*, 1964, *61*.

Mayshark, C., & Irwin, L. W. *Health education in secondary schools.* St. Louis: C. V. Mosby, 1968.

McDowell, J. B. New dimensions in Catholic education. *The National Catholic Educational Association Bulletin*, 1969, *66*, 72–75.

McGuire, F. *An evaluation of driver education.* Berkeley: University of California Press, 1969.

McKinney, H. D. & Anderson, W. R. *Discovering music.* New York: American Book Co., 1962.

MacKintosh, H. K. Language arts in the elementary school. *Educational Leadership*, 1962, *19*, 290–293.

McIntosh, J. A. *Perspectives on secondary mathematics education.* Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Mirrielees, L. B. *Teaching composition and literature in junior and senior high school.* (Rev. ed.) New York: Greenwood Press, 1969.

Munn, N. L. *Psychological development.* Boston: Houghton Mifflin, 1938.

National Commission on Safety Education. *Policies and practices for driver and traffic safety education.* Washington, D.C.: National Education Association, 1964.

National Council of Teachers of English. *The English language arts.* New York: Appleton-Century-Crofts, 1952.

National Council of Teachers of English. *The English language arts in the secondary school.* New York: Appleton-Century-Crofts, 1956.

National Council of Teachers of English. *Language arts for today's children.* New York: Appleton-Century-Crofts, 1954.

National Council of Teachers of English. *The national interest and the continuing education of teachers of English.* Champaign, Ill.: NCTE, 1964.

National Council of Teachers of English. *The national interest and the teaching of English.* Champaign, Ill.: Committee on National Interest.

National Council of Teachers of Mathematics. *Program provisions for the mathematically gifted student in the secondary school.* Washington, D.C.: NCTM, 1957.

National Science Teachers Association. *Planning for the excellence in high school science.* Washington, D.C.: National Educational Association, 1961.

Nebraska University. A guide for the development of consumer and homemaking education. Department of Home Economics Education, Lincoln, Nebraska, 1969. [ED 023 876]

Neuwin, R. A. (Ed.) Notre Dame study of Catholic elementary and secondary schools in the United States. *Catholic schools in action: A report.* Notre Dame: University of Notre Dame Press, 1[illegible]66.

North Central Association of Colleges and Secondary Schools. *The North Central Association Quarterly.* Ann Arbor, Mich.: Ann Arbor Press, 1926–1971.

O'Donnell, J. F. The new English. *Greater Philadelphia Council of Teachers of English Newsletter*, 1968, *6*(1), 1–7.

Olson, P. A curriculum study center in English. Final Report. Nebraska University, Lincoln, Curriculum Development Center, 1967. [ED 013 805]

Organization for Economic Cooperation and Development. *Teaching physics today: Some important topics.* Paris: OECD, 1965.

Organization for European Economic Cooperation. *Synopses for modern secondary school mathematics.* Paris: OECD, Office for Scientific and Technical Personnel, 1962.

Orgel, J. R. *Comprehensive English in review.* New York: Oxford Book, 1966.

An outline for basic family life education, Grade 1 through 12. Salem Public Schools, Oregon, 1968. [ED 030 714]

Palmer, H. E. *The scientific study and teaching of languages.* London: Oxford University Press, 1968.

Physical Science Study Committee. *1959 progress report, A review of the secondary school physics program of the Physical Science Study Committee.* Watertown, Mass.: Educational Services, 1959.

Physics: A syllabus for secondary schools. New York State Education Department, Albany, Bureau of Secondary Curriculum Development, 1971. [ED 055 885]

Pimentez, G. C. (Ed.) *Chemistry: An experimental science.* San Francisco: W. H. Freeman, 1963.

Pollock, T. C. *The Macmillan English series, 10, 11, 12.* New York: Macmillan, 1964.

Pooley, R. C. English language arts in Wisconsin: A sequential growth curriculum in English language arts for the kindergarten through grade twelve. Wisconsin English Language Arts Curriculum Project, Wisconsin State Department of Public Instruction, Madison, 1968. [ED 018 410]

Preston, R. C. & Botel, M. *Study habits checklist.* Chicago: Science Research Associates, 1967.

Putnam, J. F. & Chismore, W. D. (Eds.) *Standard terminology for curriculum and instruction in local and state school systems.* Washington, D.C.: National Center for Educational Statistics, 1970.

Rafferty, M. *Framework for art education: Guidelines for curriculum development at the local level in the elementary and secondary schools of California.* Sacramento: California State Department of Education, 1970.

Read, D. A. (Ed.) *New directions in health education: Some contemporary issues for the emerging age.* New York: Macmillan, 1971.

Reed, W. Coordination of organic curriculum development in the public schools of Boulder, Colorado. Final Report. Boulder Valley School District RE-2, 1971. [ED 055 368]

Reports of surveys and studies in the teaching of modern foreign languages. New York: Modern Language Association of America, 1971.

Richardson, J. S. *Science teaching in secondary schools.* Englewood Cliffs, N.J.: Prentice-Hall, 1957.

Robinson, N. S. Development of a curriculum guide for consumer education in vocational home economics classes. West Virginia Research Coordinating Unit for Vocational Education, Huntington, 1969. [ED 036 646]

Romberg, T. A. & Harvey, J. G. Developing mathematics processes: Background and projections. *Working Paper No. 14.* Madison, Wisconsin: University of Wisconsin, Wisconsin Research and Development Center for Cognitive Learning, 1969.

Romberg, T. A. & Wilson, J. W. *The development of mathematics achievement tests for the National Longitudinal Study of Mathematical Studies.* Stanford, Calif.: School Mathematics Study Group, 1966.

Rothschild, J. H. *Goals for education in Georgia.* Atlanta: Georgia Department of Education, 1970.

Rover, R. C. *The comparative values of different methods of in-car instruction in driver education.* Tempe, Arizona: Bureau of Educational Research and Services, College of Education, Arizona State University, 1963.

Sanders, G. D. *Unified English composition.* New York: Appleton-Century-Crofts, 1966.

Sara, N. G., et al. A teaching program in health and sex education. Parts I, II, and III. Lake County, Ill.: Committee for Interdistrict Cooperation, 1968. [ED 030 775]

Scannell, W. J. (Ed.) Recommended English curriculum guides K-12 and criteria for planning and evaluation. Urbana, Ill.: National Council of Teachers of English. [ED 056 030]

Scharf, J., et al. Advanced placement mathematics calculus grade 12 curriculum guide. Warren City Schools, Ohio, 1969. [ED 055 820]

Schiff, A. I. Religion in education: A Jewish perspective. *Religious Education,* 1969, *64,* 485–490.

Schmidt, R. *Proposal for the creation of a religious studies department at San Bernardino Valley College.* San Bernardino, Calif.: 1970.

School Mathematical Study Group. *Investigations in mathematics education; A journal of abstracts.* Palo Alto, Calif.: SMSG, 1969.

Schools Council. The certificate of secondary education trial examinations: Religious knowledge. London: Her Majesty's Stationery Office, 1967.

Science curriculum development in secondary schools. California State Department of Education, Sacramento, 1965.

Seaborg, G. T. New currents in chemical education. *Chemical and Engineering News,* 1960, *38,* 97–109.

Secondary school health education curriculum guide. Texas Education Agency, Austin, 1970. [ED 051 526]

Shane, H. G. *Improving language arts instruction through research.* Washington, D.C.: Association for Supervision and Curriculum Development, 1963.

Shea, J. H. Earth science curriculum project—A progress report. *Journal of the National Science Teachers Association,* 1965, *32.*

Sleipcevich, E. School health education study—Summary report of a nationwide study of health instruction in the public schools, 1959–1963. Washington, D.C.: School Health Education Study, 1964. [ED 015 488]

Smolensky, J. *Principles of school health.* Boston: D. C. Heath, 1966.

Starosta, S. Some lexical redundancy rules for English nouns. Department of Linguistics, Hawaii University, 1970. [ED 054 660]

State course of study in home economics for junior and senior high schools in Alabama, Vol. III. Alabama State Department of Education, Montgomery, 1965. [ED 038 487]

Statewide Invitational Conference on Curriculum Development in Vocational-Technical Education. Tennessee State Board for Vocational Education, Murfreesboro, 1971. [ED 058 453]

Steinberg, E. R. *Curriculum development and evaluation in English and social studies.* Pittsburgh: Carnegie Institute of Technology, 1964.

Stone, G. *Issues, problems, and approaches in the teaching of English.* New York: Holt, Rinehart and Winston, 1964.

Suchman, J. R. *The elementary school training program in scientific inquiry.* Urbana, Ill.: University of Illinois Press, 1962.

Suggested guidelines for the development of courses of study in health education for junior and senior high schools. Bureau of Secondary Curriculum Development, New York State Education Department, Albany, 1970. [ED 041 306]

Suhio, C. (Ed.) *The growing edges of secondary English: Essays by the experienced teacher fellows at the University of Illinois, 1966–1967.* Champaign, Ill.: National Council of Teachers of English, 1968.

Suloway, I. J. & Shugrue, M. (Eds.) Promising practices in the teaching of English—1963: A report on selected new developments in the teaching of English. Urbana, Ill.: National Council of Teachers of English, 1963. [ED 058 180]

Tanis, N. E. Religious course in the curriculum of the publicly supported junior college. Dearborn, Mich.: Henry Ford Community College, 1966. [ED 032 042]

Tate, G. (Ed.) *Reflections on high school English; NDEA Institute Lectures*, 1965. Tulsa, Okla: University of Tulsa, 1966.

Taylor, M. J. *Religious and moral education*. New York: Center for Applied Research in Education, 1965.

Taylor, M. J. *Religious education: A comprehensive survey*. New York: Abingdon Press, 1960.

Tentative outlines of a secondary school mathematics curriculum, Volume II. Stanford University, Calif.: School Mathematics Study Group, 1967. [ED 059 876]

Thiess, C. W. & Kirktow, C. M. (Eds.) ERIC documents on the teaching of English, Volume Five: Juiy–December, 1970. Urbana, Ill.: National Council of Teachers of English, 1971. [ED 056 026]

Thorpe, J. E. *The aims and methods of scholarship in modern languages and literatures*. New York: Modern Language Association of America, 1963.

Thurber, W. A. *Teaching science in today's secondary schools*. Boston: Allyn and Bacon, 1968.

Tinnappez, H. Review of goals for school mathematics: The report of the Cambridge Conference on School Mathematics. *The Mathematics Teacher*, 1965, *58*, 353–361.

Turner, C. E. *Personal and community health*. (10th ed.) St. Louis: C. V. Mosby, 1956.

Valdman, A. (Ed.) *Trends in language teaching*. New York: McGraw-Hill, 1966.

Vocational educational-special education: A curriculum guide for teachers of home economics and educable mentally retarded, grades 7–12. Michigan State Department of Education, Lansing, Division of Vocational Education, 1970. [ED 047 461]

Vocational home economics curriculum guide for Ohio, Grades 7–12. Ohio State Department of Education, Columbus, Division of Vocational Education, 1966. [ED 032 024]

Ward, J. M. *The use of tenses in English*. London: Longman, 1966.

Whitworth, R. (Ed.) Thinkable limits and beyond: Four scenarios on the English curriculum. Ball State University, Muncie, Ind., 1971. [ED 058 186]

Will, P. J. I. Representative outline of the content of a history of religion course offered at Kimball high school, Royal Oak, Michigan. *Social Education*, 1969, *33*, 917–922.

Wood, R. The item bank project: A pilot study of an alternative method of calibrating attainment in the CSE examination. Interim Research Bulletin, National Foundation for Educational Research, Slough, England.

APPENDIX B
PUBLISHERS AND DISTRIBUTORS OF EVALUATED TESTS

AAA	American Automobile Association 1712 G Street, N.W. Washington, D.C. 20006
AAHPER	American Association for Health, Physical Education and Recreation 1201 16th Street, N.W. Washington, D.C. 20036
AAJE	American Association for Jewish Education 101 Fifth Avenue New York, New York 10003
AC	Allington Corporation 801 North Pitt Street Alexandria, Virginia 22314
ACER	Australian Council for Educational Research Distribution Services Division Frederick Street Hawthorn, Victoria 3122 AUSTRALIA
ACS	American Chemical Society Examination Committee University of South Florida Tampa, Florida 33620
AEB	Ardon E. Buscho 704 S. Front Avenue Parks Rapids, Minnesota 56470
AGS	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
AIR	American Institute for Research 8555 16th Street Silversprings, Maryland 20910
AMP	Achievement Motivation Program W. Clement and Jessie V. Stone Foundation 111 East Wacker Drive, Suite 510 Chicago, Illinois 60601
AOAI	American Orthopsychiatric Association, Inc. 1790 Broadway New York, New York 10019
AP	Arden Press 8331 Alvarado Drive Huntington Beach, California 92646
AsP	Association Press 291 Broadway New York, New York 10007
ATB	American Test Bureau 459 Grant Street Indiana, Pennsylvania 15701
ATS	Aptitude Test Service P.O. Box 16 Goff, Illinois 60029
AVA	Activity Vector Analysis Publications, Inc. 11 Dorrance Street Providence, Rhode Island 02903
BAT	Brandywine Achievement Tests Box 526 Coatesville, Pennsylvania 19320
BBB	Bob Burton Brown Institute for Development of Human Resources College of Education University of Florida Gainesville, Florida 32601
BEM	Bureau of Educational Measurements Kansas State Teachers College 1200 Commercial Street Emporia, Kansas 66801
BER	Bureau of Educational Research Ohio State University Columbus, Ohio 43210
BERS	Bureau of Educational Research and Service C-6 East Hall University of Iowa Iowa City, Iowa 52240
BMC	The Bobbs-Merrill Company, Inc. 4300 West 62nd Street Indianapolis, Indiana 46268
BSB	Barbara S. Boyle 944 Bryant Avenue Chico, California 95968

BSC
Book Society of Canada
4386 Sheppard Avenue
Agincourt, 742, Ontario
CANADA

BYUP
Brigham Young University Press
Publications Sales Department
205 University Press Building
Provo, Utah 84601

CA
Cardall Associates
11 Charlton Street
Princeton, New Jersey 08540

CAHPER
Canadian Association for Health,
Physical Education and Recreation
333 River Road, 11th Floor
Vanier City
Ontario, Canada KIL 8B9

CARA
Creative Arts Research Associates, Inc.
P.O. Box 117
Monmouth, Oregon 97361

CBC
Chriswell's Books and Coins
8845 Sheridan Drive
Williamsville, New York 14221

CC
Conn Corporation
1101 East Beardsley Avenue
Elkhart, Indiana 46515

CCTP
Cornell Critical Thinking Project
Cornell University
107 Stone Hall
Ithaca, New York 14850

CDRT
Committee on Diagnostic Reading Tests, Inc.
Mountain Home
North Carolina 28758

CF
Carl Fisher, Inc.
Publisher of Music
56-62 Cooper Square
New York, New York 10003

CHN
C. H. Nevin Printing Company
311 Bryn Mawr Island
Bayshore Gardens
Bradenton, Florida 33505

CHS
C. H. Stoelting
1350 South Kostner Avenue
Chicago, Illinois 60623

CP
Campus Publishers
711 North University Avenue
Ann Arbor, Michigan 48108

CPH
Christopher Publishing House
53 Billings Road
North Quincy, Massachusetts 02171

CPP
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

CPS
The Center for Psychological Service
Suite 419
Columbia Medical Building
1835 Eye Street, N.W.
Washington, D.C. 20006

CRA
Communications Research Associates, Inc.
P.O. Box 11012
Salt Lake City, Utah 84111

CRAC
Careers Research and Advisory Center
Bateman Street
Cambridge
ENGLAND CB2 1LZ

CRT
Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37212

CSB
Student Counseling Bureau
Technical Division
3008 University Avenue, S.E.
University of Minnesota
Minneapolis, Minnesota 55414

CSMPE
School of Education
Center for the Study of Metropolitan
Problems in Education
University of Missouri-Kansas City
Nelson House
Kansas City, Missouri 64110

CTB
CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

CUMC
Cornell University Medical College
1300 York Avenue, Box 88
New York, New York 10012

CVE
Coast Visual Education Company
5610 Hollywood Boulevard
Hollywood, California 90028

CWT
Clem W. Thompson
Professor of Health Education
Mankato State College
Mankato, Minnesota 56001

DCC
Dow Chemical Company
Midland, Michigan 48640

DCRC
Delaware County Reading Council
Delaware County Public Schools
Curran Building
Second and Orange Street
Media, Pennsylvania 19063

DES
Dreier Educational Systems, Inc.
320 Raritan Avenue
Highland Park, New Jersey 08904

DET
Division of Educational Testing
State Education Department
Albany, New York 12224

DFP
Devereux Foundations Press
Devon, Pennsylvania 19333

DGB
Donald G. Barker
Texas A&M University
College Station, Texas 77843

DK
Donald Kirkpatrick
4380 Continental Drive
Brookfield, Wisconsin 53005

DRD
Developmental Reading Distributors
1944 Sheridan Avenue
Laramie, Wyoming 82070

EAC
Executive Analysis Corporation
50 East 42nd Street
New York, New York 10017

EC
Expression Company, Publishers
P.O. Box 11
Magnolia, Massachusetts 01930

EdITS
Educational and Industrial Testing Services
The Secretary
83 High Street
Hemel Hempstead
ENGLAND

EFW
E. F. Wonderlic and Associates, Inc.
P.O. Box 7
Northfield, Illinois 60093

EGI
Educational Guidance, Inc.
P.O. Box 511, Main Station
Dearborn, Michigan 48120

EITS
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

EP
Educational Publications
Dublin, New Hampshire 03444

EPS
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

ERB
Educational Records Bureau
Box 619
Princeton, New Jersey 08540

ES
Educational Stimuli
2112 Hammond Avenue
Superior, Wisconsin 54881

ESM
Effective Study Materials
P.O. Box 603
San Marcos, Texas 78666

ESS
Earl S. Schaefer
Professor, School of Public Health
University of North Carolina
Chapel Hill, North Carolina 27514

ETS
Educational Testing Service
Princeton, New Jersey 08540

ETSA
Employers' Tests and Services Associates
120 Detzel Place
Cincinnati, Ohio 45219

FEC
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

FEO
F. E. Olds and Sons, Inc.
Chicago Musical Instruments Company
7373 North Cicero Avenue
Lincolnwood, Illinois 60646

FERDC
Florida Educational Research
and Development Council
College of Education
University of Florida
Gainesville, Florida 32601

FGC
Fred Gretsch Company, Inc.
777 North Larch Street
Elmhurst, Illinois 60126

FLP
Family Life Publications
Box 427
Saluda, North Carolina 28773

FMBS
Follett's Michigan Bookstore, Inc.
322 South Street
Ann Arbor, Michigan 48104

GAD
Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

GC
Ginn and Company
2550 Hanover Street
Palo Alto, California 93404

GCT
Guidance Center
The College of Education
University of Toronto
1000 Yonge Street
Toronto 289, CANADA

GH
George Harrap and Company, Ltd.
P.O. Box 70
182/4 High Holborn
London WCIV 7AX
ENGLAND

GLP
Glenn C. Leach, Publisher
116 North Pleasant Avenue
Ridgewood, New Jersey 07450

GPCT
George Peabody College for Teachers
Institute on Mental Retardation
and Intellectual Development
Peabody College, Box 1613
Nashville, Tennessee 37203

GTA
Guidance Testing Associates
6516 Shirley Avenue
Austin, Texas 78752

HASI
H. and A. Selmer, Inc.
Box 310
Elkhart, Indiana 46515

HBJ
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

HEA
Heineman Educational Australia
River House
24 River Street
South Yarra
Victoria 3141
AUSTRALIA

HETL
Hayes Educational Test Laboratory
7040 North Portsmouth Avenue
Portland, Orgeon 97203

HLM
Hal Leanard Music, Inc.
64 East 2nd Street
Winoma, Minnesota 55987

HMC
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

HS
Herman J. P. Schubert, M. E., Ph.D.
500 Klein Road
Buffalo, New York 14221

HSRC
Human Sciences Research Council
Private Bag X41
Pretoria
REPUBLIC OF SOUTH AFRICA

IDS
Institute for Developmental Studies
239 Greene Street
New York University
Washington Square
New York, New York 10003

IOE
Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

IPAT
Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

IPHF
Indiana Public Health Foundation, Inc.
1330 West Michigan Street
Indianapolis, Indiana 46207

IPI
Industrial Psychology, Inc.
515 Madison Avenue
New York, New York 10022

IPR
Institute of Psychological Research
34 Fluery Street West
Montreal 357, Quebec
CANADA

IRC
Industrial Relations Center
University of Chicago
1225 East 60th Street
Chicago, Illinois 60637

ISI
S. Chatteiji, Head Psychometry Unit
Indian Statistical Institute
263 Barrackpore Trunk Road
Calcutta 35
INDIA

ITT
ITT Educational Service, Inc.
55 West 42nd Street
New York, New York 10036

JB
Jossey—Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

JECP
Jewish Education Committee Press
426 West 58th Street
New York, New York 10019

JEM
Joseph E. Moore and Associates
4406 Jett Road N.W.
Atlanta, Georgia 30327

JPB
J. and P. Bealls, Ltd.
Gallowgate
Newcastle Upon Tyne
GREAT BRITAIN

JWW
J. Weston Walch, Publisher
Box 658
Main Post Office
Portland, Maine 04104

LLA
L&L Associates
P.O. Box 20473
Charlotte, North Carolina 28202

LME
Lockie Music Exchange
1239 S. Olive
Los Angeles, California 90015

LRA
Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

LSW
Lawrence S. Wrightsman
George Peabody College
Box 512
Nashville, Tennessee 37203

M
Monitor
P.O. Box 2337
Hollywood, California 90028

MB
Martin M. Bruce, Ph.D., Publishers
340 Oxford Road
New Rochelle, New York 10804

MeRC
Medical Research Council
Department of Psychological Medicine
Royal Free Hospital
Lawn Road
London NW3 2XJ
ENGLAND

MFF
Martin F. Fritz
Iowa State Student Counseling
Iowa State University
Ames, Iowa 50010

MHB
McGraw Hill Book Company, Inc.
330 West 42nd Street
New York, New York 10036

MJH
Mary Jane Haskins
Department of Health/
Physical Education for Women
Lamar State College of Technology
Beaumont, Texas 77704

MPC
McGrath Publishing Company
P.O. Box 535
Whitmore Lake, Michigan 48189

MRP
Montana Reading Publications
517 Rimrock Road
Billings, Montana 59102

MSH
Marshall S. Hiskey
5640 Balwin
Lincoln, Nebraska 68508

MUAA
Miami University Alumni Association
Murstein Alumni Center
Miami University
Oxford, Ohio 45056

NBEA
National Business Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

NFER
N.F.E.R. Publishing Company
Test Division
2 Jennings Buildings
Thames Avenue
Windsor
Berks SL41QS
ENGLAND

NIPR
National Institute for Personnel Research
South African Council for Scientific
and Industrial Relations
P.O. Box 10319
Johannesburg
REPUBLIC OF SOUTH AFRICA

NLC
National Learning Corporation
20 DuPont Street
Plainview, New York 11803

NRA
Nursing Research Associates
3752 Cummings Street
Eau Claire, Wisconsin 54701

NTD
National Tool, Die and Precision
Machining Association
1411 K Street
Washington, D.C. 20005

NZCER
New Zealand Council for Educational Research
Education House
178 Willis Street
Wellington C.2
NEW ZEALAND

OB
Oliver and Boyd
Tweeddale Court
14 High Street
Edinburgh EH1 1YL
SCOTLAND

ODE
Officina de Evaluation
Departmento de Instruccion Publica
Hato Rey
PUERTO RICO

ORP
O'Rourke Publications
P.O. Box 118
Lake Alfred, Florida 33850

OSU
Publications Sales Office
The Ohio State University
20 Lord Hall
124 West 17th Avenue
Columbus, Ohio 43210

OTL
Organizational Tests, Ltd., Canada
P.O. Box 324
Fredericton, New Brunswick
CANADA

PA
Psychometric Affiliates
Box 3167
Munster, Indiana 46321

PB
Paul Bethune
Brown County Schools
P.O. Box 5408
Fort Lauderdale, Florida 33313

PBR
Psychological Business Research
11000 Cedar Avenue
Cleveland, Ohio 44106

PC
The Psychological Corporation
304 East 45th Street
New York, New York 10017

PEI
Psychologists and Educators, Inc.
Suite 212
211 West State
Jacksonville, Illinois 62650

PEP
Psychologists and Educators Press
419 Pendik
Jacksonville, Illinois 62650

PFC
Perfection Form Company
Box 147
214 West 8th Street
Logan, Iowa 51546

PGP
Personal Growth Press, Inc.
P.O. Box M
Berea, Ohio 44017

PH
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

PI
Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

POM	Person-O-Metrics 20504 Williamsburg Road Dearborn Heights, Michigan 48127
PP	Personnel Press 191 Spring Street Lexington, Massachusetts 02173
PPI	Psychological Publications, Inc. 5300 Hollywood Boulevard Los Angeles, California 90027
PRA	Personnel Research Associates 1407 Main Street, Suite 701 Dallas, Texas 75202
PRE	Purdue Research Foundation The University Bookstore 360 State Street West Lafayette, Indiana 47907
PRF	Personnel Research Institute Psychological Research Services Case Western Reserve University 11105 Euclid Avenue Cleveland, Ohio 44100
PrP	Prediction Press Institute for Behavioral Research in Creativity P.O. Box 298 Greensboro, North Carolina 27402
PSCP	Psychological Service Center of Pennsylvania 1500 Vine Street Philadelphia, Pennsylvania 19102
PSI	Psychological Services, Inc. 4311 Wilshire Boulevard, Suite 600 Los Angeles, California 90005
PTA	Psychometric Techniques Associates 135 North Bellefield Avenue Pittsburgh, Pennsylvania 15213
PTS	Psychological Test Specialists Box 1441 Missoula, Montana 59801
RC	Research Concepts 1368 East Airport Road Muskegon, Michigan 49444
RCTU	The Reading Clinic Temple University Philadelphia, Pennsylvania 19122
RHB	Richard H. Blum Institute for Public Policy Analysis Stanford University Stanford, California 94305
RLW	Robert L. Williams, Ph.D. 7201 Creveling Drive St. Louis, Missouri 63130
RM	Richard McMenemy 3028 Northeast Brazee Street Portland, Oregon 97212
RPP	Research Psychologists Press, Inc. 13 Greenwich Avenue Goshen, New York 10924
SC	Stanley Coopersmith University of California Davis, California 95616
SCP	Stratton-Christian Press Box 1055 University Place Station Des Moines, Iowa 50311
SEP	Slosson Educational Publications 140 Pine Street East Aurora, New York 14052
SFC	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
SGS	Sebastiano G. Santostefano Associate Professor of Psychology Department of Child Psychology Talbot Building #3 Boston University School of Medicine 80 East Concord Street Boston, Massachusetts 02118
SP	Stanford University Press Stanford, California 94305
SPECO	SPECO Educational Systems 1230 Industrial Dallas, Texas 75207
SPS	Sheridan Psychological Services, Inc. P.O. Box 6101 Orange, California 92667

SRA
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

STA
Stevens, Thurow and Associates, Inc.
105 West Adams Street
Chicago, Illinois 60603

STS
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

SV
Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

TAV
TAV Selection System
R. R. Morman
12807 Arminta Street
North Hollywood, California 91605

TCP
Teachers College Press
Teachers College
Columbia University
New York, New York 10027

TL
Trudy Lawrence
5532 Poplar Boulevard
Los Angeles, California 90032

TNS
Thomas Nelson and Sons, Ltd.
Lincoln Way Windmill Road
Sunbury-On-Thames
Middlesex TW16 7HP
ENGLAND

TPC
Teachers Publishing Company
Division of the Macmillan Company
Riverside, New Jersey 08075

TRC
Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

UBCB
University of British Columbia Bookstore
Vancouver 8, British Columbia
CANADA

UBS
University Bookstore
Purdue University
360 State Street
West Lafayette, Indiana 47906

UMP
The University of Minnesota Press
2037 University Avenue, Southeast
Minneapolis, Minnesota 55455

UPS
University Publications Sales
Ohio State University
2500 Kenny Road
Columbus, Ohio 43210

VNN
Van Valkenburgh, Nooger and Neville, Inc.
15 Maiden Lane
New York, New York 10038

VPR
Vocational Psychology Research
Elliot Hall
University of Minnesota
Minneapolis, Minnesota 55455

WAM
William A. McCartney
P.O. Box 507
Kaneohe, Hawaii 96744

WCB
William C. Brown Company, Publisher
135 South Locust Street
Dubuque, Iowa 52001

WHD
W. H. Dennis
Trumbull Company Reading Clinic
255 Bonnie Brea, N.E.
Warren, Ohio 44483

WLW
William, Lynde and Williams
401 Painesville Professional Center
153 E. Erie Street
Painesville, Ohio 44077

WPS
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

WSR
Wesley S. Roeder
4226 N. E. Almeda
Portland, Oregon 97213

YRC
Youth Research Center
122 West Franklin Avenue
Minneapolis, Minnesota 55404

INDEX A:
INDEX OF GOALS

ARTS AND CRAFTS. . .1

1. KNOWLEDGE OF ARTS AND CRAFTS. . .1
   - A. Nature and Scope of Art. . .1
   - B. Art Materials and Techniques. . .1
   - C. Art Composition and Style. . .1
   - D. Works of Art. . .1
   - E. Analysis of Art and Craft Products. . .1
2. PRODUCTION OF ART AND CRAFT WORKS. . .1
   - A. Mechanical and Hand Skills in Art. . .1
   - B. Compositional and Style Skills in Art. . .1
   - C. Subject Matter Skills in Art. . .1
3. RESPONSE TO ARTS AND CRAFTS. . .1
   - A. Personal Response to Arts and Crafts. . .2
   - B. Judgmental Response to Art. . .3

DRIVER AND TRAFFIC SAFETY. . .3

4. FUNDAMENTALS OF SAFE DRIVING. . .3
   - A. Driver Responsibilities. . .3
   - B. Motor Vehicle Laws and Rules of the Road. . .3
   - C. Basic Driving Skills. . .4
   - D. Auto Accident Prevention. . .4
   - E. Procedure in the Event of Auto Accident. . .4
5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE. . .4
   - A. Motor Vehicle Maintenance and Repair. . .4
   - B. Economics of Motor Vehicle Purchase. . .5

ENGLISH LANGUAGE ARTS. . .5

6. DEVELOPMENTAL READING. . .5
   - A. Reading Comprehension Skills. . .5
   - B. Research and Study Skills. . .16
   - C. Vocabulary Development and Spelling. . .18
7. SPEECH, DRAMA, AND ORAL PRESENTATION. . .21
   - A. Organization of Ideas for Oral Presentation. . .21
   - B. Types of Speeches and Drama. . .22
   - C. Mechanics of Oral Presentation. . .22
   - D. Listening Habits. . .23
8. GRAMMAR. . .23
   - A. Parts of Speech. . .23
   - B. Grammar of Sentences. . .26
9. WRITING SKILLS. . .30
   - A. Organization of Ideas for Writing. . .30
   - B. Sentence and Paragraph Development. . .30
   - C. Style. . .31
   - D. Mechanics of Writing. . .31
   - E. Formal Writing. . .32
   - F. Personal Writing. . .32
   - G. Creative Writing. . .32
10. FORMS OF LITERATURE. . .32
    - A. Knowledge and Understanding of Literature. . .32
    - B. Sources of Literature. . .32
11. ANALYSIS AND EVALUATION OF LITERATURE. . .36
    - A. Analysis of Plot and Theme. . .36
    - B. Analysis of the Structure of Literary Works. . .36
    - C. Evaluation of Literature. . .36
    - D. Appreciation of Literature. . .36

FOREIGN LANGUAGE. . .36

12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE. . .37
    - A. Foreign Language Writing System. . .37
    - B. Foreign Language Phonetics. . .37
    - C. Foreign Language Vocabulary. . .37
    - D. Foreign Language Grammar. . .37
13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE. . .38
    - A. Foreign Language Reading Ability. . .38
    - B. Foreign Language Listening Comprehension. . .39
    - C. Foreign Language Writing Ability. . .40
    - D. Foreign Language Speaking Ability. . .41
14. INSIGHT INTO A FOREIGN CULTURE. . .42
    - A. Literature of a Foreign Culture. . .42
    - B. Social-Historical Features of a Foreign Culture. . .42
15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE. . .42
    - A. Interest in Learning and Using a Foreign Language. . .42
    - B. Interest in Learning About and Involvement in a Foreign Culture. . .42

HEALTH AND SAFETY. . .43

16. PHYSICAL AND MENTAL HEALTH. . .43
    - A. Personal Health. . .43
    - B. Nutrition. . .44
    - C. Personality Development. . .44
17. HABIT FORMING SUBSTANCES AND THEIR USE. . .44
    - A. Smoking and Tobacco. . .44
    - B. Alcohol and Alcoholism. . .45
    - C. Drug Use and Abuse. . .45

18. MARRIAGE, FAMILY, AND SEX EDUCATION. . .45
    A. Sex Education. . .45
    B. Dating. . .46
    C. Marriage and Family Life. . .46
19. PUBLIC HEALTH. . .46
    A. Community Health. . .46
    B. Diseases. . .46
    C. Consumer Health. . .46
20. SAFETY EDUCATION. . .46
    A. Safety and Accidents. . .46
    B. First Aid. . .47

HOME ECONOMICS. . .47

21. HOME AND FAMILY MANAGEMENT. . .47
    A. Family Relations. . .47
    B. Home Nursing and Child Care. . .47
    C. Home Management. . .47
    D. Consumer Economics. . .47
    E. Housing. . .47
    F. Furnishing. . .47
22. FOOD AND MEAL PREPARATION. . .47
    A. Food Preparation. . .47
    B. Meal Serving. . .47
23. CLOTHING AND TEXTILES. . .48
    A. Clothing and Textile Selection. . .48
    B. Sewing and Clothing Construction. . .48
    C. Care of Clothing. . .48

INDUSTRIAL ARTS. . .48

24. INDUSTRIAL ARTS AND PRACTICES. . .48
    A. Industrial Shop Safety. . .48
    B. Drafting (non-vocational). . .48
    C. Woodworking (non-vocational). . .48
    D. Metals and Machines (non-vocational). . .49
    E. Electricity and Electronics (non-vocational). . .49
    F. Graphics (non-vocational). . .49
    G. Auto Mechanics (non-vocational). . .49

INTELLECTUAL SKILLS. . .49

25. UNDERSTANDING. . .49
    A. Comprehension and Production of Information . . . 50
    B. Integration of Information. . .62
26. MEMORY. . .63
    A. Rote Memory. . .63
    B. Meaningful Memory. . .64
27. SYSTEMATIC REASONING. . .65
    A. Deductive Reasoning. . .66
    B. Inductive Reasoning. . .67
28. CREATIVITY. . .75
    A. Ingenuity. . .75
    B. Flexibility. . .76
    C. Elaboration. . .76
29. EVALUATION. . .78
    A. Logical Judgment. . .78
    B. Social Judgment. . .79

MATHEMATICS. . .80

30. GENERAL MATHEMATICS. . .80
    A. Arithmetic. . .81
    B. Number Concepts, Systems, and Sets. . .91
    C. Measurement. . .92
31. APPLIED MATHEMATICS. . .92
    A. Business and Consumer Mathematics. . .92
    B. Industrial and Vocational Mathematics. . .92
    C. Computer Programming. . .93
    D. Computer Theory and Practice. . .93
32. ALGEBRA. . .93
    A. Algebraic Skills and Concepts. . .94
    B. Real and Complex Number Systems. . .95
    C. Equations and Inequalities. . .95
    D. Exponents, Radicals, Logarithms, and Functions. . .96
    E. Linear Algebra. . .96
33. GEOMETRY. . .96
    A. Informal Geometry. . .96
    B. The Nature of Proof in Mathematics. . .97
    C. Euclidean Plane Geometry. . .97
    D. Coordinate Plane Geometry. . .98
    E. Solid Geometry. . .98
34. TRIGONOMETRY. . .98
    A. Trigonometric Ratios. . .98
    B. Coordinate Trigonometry. . .98
    C. Trigonometric Formulas and Identities. . .98
    D. Trigonometric Circular Functions. . .99
35. PROBABILITY AND STATISTICS. . .99
    A. Organizing and Presenting Statistical Data. . .99
    B. Descriptive Statistics. . .99
    C. Probability Concepts and Distributions. . .99
    D. Statistical Inference. . .99
36. ADVANCED MATHEMATICS. . .99
    A. Analysis and Elementary Functions. . .99
    B. Analytic Geometry. . .99
    C. Calculus. . .99

MUSIC. . .99
- 37. KNOWLEDGE OF MUSIC. . .99
  - A. Nature and Scope of Music. . .100
  - B. Elements and Media of Music. . .100
  - C. Structure and Organization of Music. . .104
  - D. Knowledge of Musical Works. . .105
  - E. Analysis of Musical Works. . .105
- 38. PRODUCTION OF MUSIC. . .105
  - A. Vocal Performing Skills in Music. . .105
  - B. Instrumental Performing Skills in Music. . .105
  - C. Compositional Skills in Music. . .105
- 39. RESPONSE TO MUSIC. . .105
  - A. Personal Response to Music. . .106
  - B. Judgmental Response to Music. . .106

PERSONALITY CHARACTERISTICS. . .106
- 40. TEMPERAMENT. . .106
  - A. Emotional Security. . .107
  - B. Realistic Responsibility. . .113
  - C. Inquiring Boldness. . .117
  - D. Productive Self Assertion. . .121
  - E. Friendliness and Trust. . .127
  - F. Sensitivity and Concern. . .131
- 41. ATTITUDINAL FACTORS OF ACHIEVEMENT. . .113
  - A. Self-Concept. . .133
  - B. Achievement Motivation. . .138
  - C. School Orientation. . .141
- 42. SOCIAL BEHAVIOR. . .145
  - A Interpersonal Relationships. . .145
  - B. Social Behavior Skills. . .148

PHILOSOPHY AND RELIGION. . .150
- 43. PHILOSOPHY. . .150
  - A. Nature and Scope of Philosophy. . .150
  - B. Personal Philosophy and Values. . .150
- 44. RELIGION. . .151
  - A. World Religions. . .151
  - B. Knowledge of Own Religion. . .151
  - C. Personal Acceptance and Belief in Religion. . .151
  - D. Personal Religious Practices. . .152

PHYSICAL EDUCATION. . .152
- 45. PHYSICAL DEVELOPMENT AND WELL-BEING. . .152
  - A. Physical Growth and Development. . .152
  - B. Motor Skills, Movement, and Muscular Coordination. . .153
- 46. SPORTS AND GAMES. . .157
  - A. Rules and Strategies of Sports and Games. . .157
  - B. Skill in Sports and Games. . .157
  - C. Physical Education Equipment. . .158
- 47. PERSONAL IMPACT OF PHYSICAL EDUCATION. . .158
  - A. Social and Psychological Impact of Physical Education. . .158
  - B. Group Activity and Sportsmanship. . .158
  - C. Interest and Independent Participation in Sports and Games. . .158

SCIENCE. . .159
- 48. BIOLOGY. . .159
  - A. Nature, Origin, and Evolution of Life. . .160
  - B. Reproduction. . .160
  - C. Plants. . .160
  - D. Animals. . .160
  - E. The Biology of Man. . .161
  - F. Ecology. . .161
- 49. CHEMISTRY. . .161
  - A. History, Theories, and Principles of Chemistry. . .162
  - B. Terminology, Symbols, and Element Families. . .162
  - C. Atomic and Molecular Structure. . .163
  - D. Chemical Reactions. . .163
  - E. Carbon Compounds and Bio-Chemistry. . .163
- 50. GENERAL SCIENCE. . .163
  - A. Geology. . .164
  - B. Weather Science. . .164
  - C. Ocean Science. . .164
  - D. Space Science. . .164
  - E. Investigative Skills and Scientific Method. . .164
- 51. PHYSICS. . .165
  - A. Mechanics. . .166
  - B. Kinetic Theory. . .167
  - C. Fields and Electricity. . .167
  - D. Waves and the Propagation of Energy. . .167
  - E. Atomic and Nuclear Physics. . .168

SOCIAL STUDIES. . .168
- 52. ANTHROPOLOGY. . .168
  - A. Nature and Scope of Anthropology. . .168
  - B. Characteristics of Cultures. . .168
  - C. Human Evolution and Variations. . .168
- 53. ECONOMICS. . .168
  - A. Business and Trade. . .168
  - B. Economic Systems. . .168

54. GEOGRAPHY. . .168
  - A. Physical Geography. . .168
  - B. Cultural and Social Geography. . .168
  - C. Political and Economic Geography. . .169

55. GOVERNMENT. . .169
  - A. United States Government. . .169
  - B. Other Types of Government. . .170
  - C. Citizenship. . .170

56. HISTORY. . .170
  - A. Ancient History. . .170
  - B. Medieval History. . .170
  - C. Modern World History. . .171
  - D. American History. . .171
  - E. State and Local History. . .173

57. PSYCHOLOGY. . .173
  - A. The Nature and Scope of Psychology. . .173
  - B. Human Behavior. . .174
  - C. How Psychology Can Help People. . .174

58. SOCIOLOGY. . .174
  - A. Man and His Society. . .174
  - B. Distribution and Organization of People. . .174
  - C. Social Change. . .174
  - D. Minority Groups in America. . .174

59. SOCIAL STUDIES SKILLS. . .174
  - A. Research Skills in Social Studies. . .174
  - B. Critical Thinking Skills in Social Studies. . .175
  - C. Interest in Social Studies. . .175

VOCATIONAL/CAREER EDUCATION. . .175

60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS. . .175
  - A. Agricultural Vocations. . .175
  - B. Distributive Vocations. . .176
  - C. Health Occupations. . .177
  - D. Gainful Home Economics Vocations. . .177
  - E. Office Occupations. . .177
  - F. Technical Vocations. . .182
  - G. Trade and Industrial Occupations. . .183

61. GENERAL VOCATIONAL APTITUDES. . .186
  - A. Clerical Aptitude. . .187
  - B. Following Directions and Applications. . .190
  - C. Spatial Aptitude. . .190
  - D. Mathematical Facility. . .194
  - E. Vocational Creativity. . .195
  - F. Managerial Aptitude. . .195
  - G. Interpersonal Skills. . .195

62. GENERAL VOCATIONAL ATTITUDES. . .195
  - A. Vocational Responsibility. . .195
  - B. Job Adaptability. . .196
  - C. Vocational Relationships. . .197
  - D. Career Preparation. . .197

63. VOCATIONAL INTERESTS. . .198
  - A. Mechanical-Manual Interests. . .199
  - B. Social Interests. . .203
  - C. Theoretical Interests. . .211
  - D. Outdoor Interests. . .215
  - E. Creative Interests. . .218
  - F. Office Interests. . .222
  - G. Domestic Interests. . .225

64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES. . .225
  - A. Auditory Acuity. . .225
  - B. Visual Acuity. . .228
  - C. Coordination. . .229
  - D. Dexterity. . .231
  - E. Physical Stamina and Strength. . .232

INDEX B:
INDEX OF TESTS

A Midsummer Night's Dream. . .32
A Tale of Two Cities. . .32
AAHPER Cooperative Health Education Test, Form 3. . .43
AAHPER Cooperative Physical Education Test
    Level 2. . .152
    Level 3. . .152
AAHPER Youth Fitness Test
    50-Yard Dash for Boys and Girls. . .153
    Flexed-Arm Hang for Girls. . .153
    Pull-Up for Boys. . .153
    Sit-Up for Boys and Girls. . .153
    600-Yard Run-Walk for Boys and Girls. . .153
    Softball Throw for Boys and Girls. . .153
    Standing Broad Jump for Boys and Girls. . .153
Academic Aptitude Test
    Comprehension of Relations. . .67
    General Information. . .50
    Mental Alertness. . .62
    Non-Verbal Intelligence. . .67
    Verbal Intelligence. . .49
Academic Promise Tests
    Abstract Reasoning. . .67
    Abstract Reasoning + Numerical. . .67
    Language Usage. . .23
    Numerical. . .81
    Total. . .67
    Verbal. . .67
    Verbal + Language Usage. . .67
Accounting Orientation Test, High School Level
    Accounting Problems. . .92
    Arithmetic Reasoning. . .92
    Total. . .92
    Vocabulary. . .177
ACER Advanced Test AL. . .49
ACER Advanced Test AL+AQ. . .49
ACER Advanced Test AQ. . .67
ACER Advanced Test B 40. . .67
ACER Advanced Test N. . .67
ACER Higher Test
    Linguistic. . .67
    Quantitative. . .67
    Total. . .67
ACER Intermediate Test A. . .62
ACER Intermediate Test D. . .62
ACER Mechanical Comprehension Test. . .190
ACER Mechanical Reasoning Test. . .190
ACER Number Test. . .81
ACER Short Clerical Test
    Arithmetic Test. . .194
    Checking Test. . .187
ACER Speed and Accuracy Tests. . .187
Achievement Examinations for Secondary Schools
    Advanced Algebra. . .95
    Biology. . .159
    Bookkeeping. . .177
    Business Relations and Occupations. . .177
    Chemistry. . .161
    Economic Geography. . .169
    Elementary Algebra. . .94
    English IX. . .23
    English X. . .23
    General Mathematics III. . .80
    General Science. . .165
    Modern World History. . .171
    Physics. . .165
    Plane Geometry. . .97
    Solid Geometry. . .98
Achievement Test
    Capitalization and Punctuation. . .26
    Joining Parts of the Sentence. . .30
    Parts of Speech. . .24
    Parts of the Sentence. . .26
Achievement Test of English Usage. . .26
Achievement Test on Syphilis and Gonorrhea. . .46
Achievement Tests in Hebrew, Test 3. . .37
ACS-NSTA Cooperative Examination—1972 Advanced
    High School Chemistry
        Part I. . .161
        Part II. . .161
        Total. . .161
ACS-NSTA Cooperative Examination—1973
    High School Chemistry
        Part I. . .161
        Part II. . .161
        Total. . .162
Action-Choice for Competitive Sports Situations. . .157
Adjustment Inventory
    Emotionality. . .107
    Health Adjustment. . .152
    Home Adjustment. . .133
    Hostility. . .127

  - Masculinity—Femininity. . .117
  - Submissiveness. . .121
- Adolescent Alienation Index, Form A. . .141
- Advanced Progressive Matrices. . .67
- AGCT. . . see Army General Classification Test
- AH4 Group Test of General Intelligence
  - Part I. . .50
  - Part II. . .67
  - Total. . .67
- AH5 Group Test of High-Grade Intelligence
  - Part I. . .67
  - Part II. . .68
  - Total. . .68
- Algebra Readiness Test
  - Decimals. . .81
  - Fractions. . .81
  - Fundamental Operations. . .81
  - General Numbers. . .84
  - Problem Solving. . .81
  - Total. . .81
- Algebra Survey Test—First Semester
  - Algebraic Concepts. . .94
  - Changing Algebraic Expressions. . .94
  - Deriving Equations. . .95
  - Factoring. . .94
  - Formulas and Graphs. . .94
  - Solving Equations. . .95
  - Total. . .94
- Algebra Survey Test—Second Semester
  - Algebraic Concepts. . .94
  - Algebraic Processes. . .94
  - Fractions. . .94
  - Functional Relationships. . .96
  - Problems. . .95
  - Solving Equations. . .95
  - Total. . .93
- Alpha Biographical Inventory
  - Academic Performance. . .138
  - Creativity. . .117
- Alternate Uses. . .76
- American History—Government Problems of Democracy
  - Foreign Policy. . .171
  - Growth of a National Spirit. . .171
  - Problems of American Democracy. . .171
  - The Constitution. . .171
  - The Growth of Democracy. . .171
  - Total. . .171
- American History—Jr. High/Objective
  - A Modern America. . .171
  - America Becomes a World Power. . .171
  - Division and Reunion. . .171
  - Exploration and Colonization. . .171
  - Final Test. . .171
  - First Semester Test. . .171
  - Foundation of a Strong Government. . .172
  - Post World War II. . .172
  - Revolutionary America. . .172
  - Second Semester Test. . .172
  - The Development of Democracy. . .172
  - Westward Expansion. . .172
- American Literacy Test. . .50
- American Literature Anthology Test
  - Civil War and the Westward Movement. . .32
  - Colonial Times and Making of a Nation. . .33
  - Final Test. . .33
  - Flowering of the East. . .33
  - Genius of New England. . .33
  - Growth of Realism. . .33
  - Modern American Literature. . .33
- American Numerical Test. . .82
- American School Achievement Test, Reading
  - Reading Comprehension. . .5
  - Reading Rate. . .5
  - Total. . .5
  - Vocabulary. . .50
- American School Achievement Tests, Advanced Battery
  - Arithmetic
    - Average. . .82
    - Computation. . .82
    - Problems. . .82
  - Language. . .23
  - Paragraph Meaning. . .5
  - Reading Average. . .5
  - Science. . .163
  - Sentence and Word Meaning. . .50
  - Social Studies. . .170
  - Spelling. . .18
  - Total
    - Average. . .82
- American School Intelligence Test
  - Advanced Battery. . .49
  - High School Battery. . .49
- Analysis of Learning Potential, Advanced I Battery
  - General Composite Standard Score. . .50

- Mathematics Composite Prognostic Score. . .82
- Reading Composite Prognostic Score. . .50

- Analysis of Learning Potential, Advanced II Battery
  - General Composite Standard Score. . .50
  - Mathematics Composite Prognostic Score. . .82
  - Reading Composite Prognostic Score. . .50
- Analysis of Relationships. . .68
- Analytical Survey Test in Computational Arithmetic
  - Decimals. . .82
  - Fractions and Mixed Numbers. . .82
  - Operations with Whole Numbers. . .82
  - Percentage. . .82
  - Practical Measurements. . .92
  - Total. . .82
- Analytical Survey Test in English Fundamentals
  - Capitalization. . .26
  - Grammatical Terminology. . .26
  - Grammatical Usage. . .26
  - Punctuation. . .26
  - Sentence Organization. . .26
  - Sentence Structure. . .26
  - Spelling. . .18
  - Total. . .26
- Anderson-Fisk Chemistry Test. . .162
- ANPA Foundation Newspaper Test
  - Form J-1. . .95
  - Form S-1. . .95
- Appraisal of Occupational Aptitudes
  - Arithmetical Computation and Reasoning. . .82
  - Checking Letters. . .187
  - Checking Numbers. . .187
  - Desk Calculator. . .92
  - Filing Names. . .187
  - Filing Numbers. . .187
  - Posting Names. . .187
  - Posting Numbers. . .187
- Aptitude Test C.P. 66
  - Quantitative. . .80
  - Total. . .51
  - Verbal. . .51
- Aptitude Tests for Occupations
  - Clerical Routine Aptitude. . .187
  - Computational Aptitude. . .194
  - General Sales Aptitude. . .195
  - Mechanical Aptitude. . .191
  - Personal-Social Aptitude. . .79
  - Scientific Aptitude. . .68
- Aptitudes Associates Test of Sales Aptitude. . .176
- Archery Skills Tests for Boys and Girls
  - 10 Yards—12 Arrows. . .157
  - 30 Yards—12 Arrows. . .157
  - Total of 10 and 20 Yards. . .157
  - Total of 10, 20, and 30 Yards. . .157
  - 20 Yards—12 Arrows. . .157
- Arithmetic Achievement Tests, Level 8
  - Computation. . .82
  - Concepts and Problems. . .80
  - Total. . .80
- Arithmetic Review. . .82
- Arithmetical Problems A/68. . .82
- Army Alpha Examination—First Nebraska Edition
  - Numerical. . .82
  - Relationships. . .68
  - Total. . .50
  - Verbal. . .50
- Army General Classification Test—First Civilian Edition. . .51
- Army Group Examination Alpha, Schrammel-Brannan Revision. . .51
- Art Vocabulary. . .1
- Arthur Point Scale. . .see Point Scale of Performance Tests
- As You Like It. . .33
- Association Adjustment Inventory
  - Anxious—Relaxed. . .107
  - Block Score. . .107
  - Depressed—Optimistic. . .107
  - General Scoring Key. . .107
  - Hysteric—Non-Hysteric. . .107
  - Impulsive—Restrained. . .117
  - Juvenility. . .107
  - Paranoid—Naive. . .127
  - Psychotic Responses. . .107
  - Psychosomapathic—Physical Contentment. . .107
  - Rigid—Flexible. . .113
  - Schizophrenic—Objective. . .107
  - Sociopathic—Empathetic. . .145
  - Withdrawal—Sociable. . .131
- Association Fluency I. . .76

- Barrett-Ryan English Test. . .23
- Barron-Welsh Art Scale. . .2
- Basic Skills in Arithmetic. . .82
- Basketball Skills Tests for Boys
  - Dribble. . .153
  - Foul Shot. . .153
  - Front Shot. . .153

- Jump and Reach. . .153
- Overarm Pass for Accuracy. . .153
- Push Pass for Accuracy. . .153
- Side Shot. . .153
- Speed Pass. . .153
- Under Basket Shot. . .154

Basketball Skills Tests for Girls
- Dribble. . .154
- Foul Shot. . .154
- Front Shot. . .154
- Jump and Reach. . .154
- Overarm Pass for Accuracy. . .154
- Push Pass for Accuracy. . .154
- Side Shot. . .154
- Speed Pass. . .154
- Under Basket Shot. . .154

Belmont Measures of Athletic Performance
- Basketball Scale for Women. . .157
- Field Hockey Scale. . .158
- Softball Scale for Women. . .157
- Volleyball Scale for Women. . .157

Bender Motor Gestalt Test. . .228
Bennett Hand-Tool Dexterity Test. . .231
Bennett Use of Library Test. . .16
Binet. . . see Stanford-Binet Intelligence Scale
BITCH Test (Black Intelligence Test of Cultural Homogeneity). . .51
Blum High School Drug Use Questionnaire. . .44
Blyth Second-Year Algebra Test. . .93
Brainard Occupational Preference Inventory
- Agricultural (For Boys and Men). . .215
- Commercial. . .222
- Esthetic. . .218
- Mechanical. . .199
- Personal Service (For Girls and Women). . .203
- Professional. . .204
- Scientific. . .211

Brandywine Achievement Test in Geography for Secondary
Schools. . .6
Brief Survey Test of Arithmetic Skills
- Computation. . .83
- Reasoning. . .83
- Total. . .83

Bristol Social-Adjustment Guides
- The Child in School—(Boy)
  - Depression. . .117
  - Hostility. . .148
  - Inconsequence. . .117
  - Neurological. . .107
  - Ovract. . .117
  - Unforthcomingness. . .121
  - Unract. . .117
  - Withdrawal. . .127
- The Child in School—(Girl)
  - Depression. . .117
  - Hostility. . .148
  - Inconsequence. . .117
  - Neurological. . .107
  - Ovract. . .117
  - Unforthcomingness. . .121
  - Unract. . .117
  - Withdrawal. . .127

Brook Reaction Test—Experimental Edition
- Aesthetic. . .218
- Agricultural. . .215
- Biological Sciences. . .211
- Business. . .211
- Clothing and Appearance. . .225
- Dances, Social Functions, Etc.. . .127
- Entertainment. . .218
- Food and Drink. . .204
- Humanitarian. . .204
- Intellectual. . .211
- Legal. . .211
- Literary. . .218
- Military. . .204
- Multiple Themes. . .106
- Omissions. . .106
- Outdoor. . .215
- People. . .204
- Physical Sciences. . .211
- Political. . .175
- Practical. . .199
- Questionable. . .106
- Religious. . .211
- Secretarial. . .222
- Sexual. . .106
- Sport. . .216
- Travel. . .216
- Unclassifiable. . .106

Brown-Carlsen Listening Comprehension Test. . .23
BSCS Biological Science: Patterns and Processes
- Achievement Test 1. . .161
- Achievement Test 2. . .160
- Achievement Test 3. . .160

  - Achievement Test 4. . .160
  - Achievement Test 5. . .160
  - Achievement Test 6. . .161
  - Final Examination. . .159
- BSCS Comprehensive Final Examination (Revised). . .159
- Buffalo Reading Test for Speed and Comprehension
  - Comprehension
    - Part I. . .6
    - Part II. . .6
    - Total. . .6
  - Gross—(Number Correct)
    - Part I. . .6
    - Part II. . .6
    - Total. . .6
  - Speed
    - Part I. . .6
    - Part II. . .6
    - Total. . .6
- Burnett Reading Series Survey Test—Advanced
  - Comprehension. . .6
  - Rate and Accuracy. . .6
  - Total Survey. . .6
  - Word Meaning. . .51
- Burnett Reading Series Survey Test—Senior
  - Comprehension. . .6
  - Rate and Accuracy. . .6
  - Total Survey. . .6
  - Word Meaning. . .51
- Buscho Four Controversial Health Areas Test
  - Attitude Survey. . .44
  - Knowledge Test. . .44
- Business Test. . .68
- Buttons
  - Content Score. . .106
  - Initial Score. . .106
  - Total Score. . .106

- CAHPER Fitness Performance Test
  - 50 Yard Run. . .154
  - Flexed Arm Hang. . .154
  - Shuttle Run. . .154
  - Speed Sit Up. . .154
  - Standing Broad Jump. . .154
  - 300 Yard Run. . .154
- California Achievement Tests: Level 4
  - Language
    - Mechanics. . .26
    - Spelling. . .18
    - Total. . .26
    - Usage and Structure. . .24
  - Mathematics
    - Computation. . .83
    - Concepts + Problems. . .80
    - Total. . .83
  - Reading
    - Comprehension. . .6
    - Total. . .51
    - Vocabulary. . .51
  - Total Battery. . .24
- California Achievement Tests: Level 5
  - Language
    - Mechanics. . .26
    - Spelling. . .18
    - Total. . .24
    - Usage and Structure. . .24
  - Mathematics
    - Computation. . .83
    - Concepts and Problems. . .91
    - Total. . .83
  - Reading
    - Comprehension. . .6
    - Total. . .7
    - Vocabulary. . .51
  - Total Battery. . .24
- California Algebra Aptitude Test
  - Formulas. . .97
  - Number Series. . .68
  - Problems. . .83
  - Total. . .83
- California Life Goals Evaluation Schedules
  - Esteem. . .150
  - Fame. . .150
  - Independence. . .150
  - Interesting Experiences. . .150
  - Leadership. . .150
  - Power. . .150
  - Profit. . .150
  - Security. . .150
  - Self-Expression. . .150
  - Social Service. . .150
- California Occupational Preference Survey
  - Aesthetic, Professional. . .218
  - Aesthetic, Skilled. . .218
  - Business, Professional. . .211

293

Business, Skilled. . .222
Clerical. . .222
Linguistic, Professional. . .211
Linguistic, Skilled. . .222
Outdoor. . .216
Science, Professional. . .211
Service, Professional. . .204
Service, Skilled. . .204
Technical, Skilled. . .199
California Phonics Survey
Configuration. . .7
Consonant-Vowel Reversals. . .7
Consonants: Confusion with Blends and Digraphs. . .7
Endings. . .7
Long-Short Vowel Confusion. . .7
Negatives and Opposites; Sight Words. . .7
Other Vowel Confusion. . .7
Rigidity. . .7
Total. . .7
California Psychological Inventory
Achievement via Conformance. . .122
Achievement via Independence. . .122
Capacity for Status. . .117
Communality. . .114
Dominance. . .122
Femininity. . .122
Flexibility. . .144
Good Impression. . .127
Intellectual Efficiency. . .131
Psychological-Mindedness. . .117
Responsibility. . .114
Self-Acceptance. . .133
Self-Control. . .107
Sense of Well-Being. . .107
Social Presence. . .145
Sociability. . .133
Socialization. . .122
Tolerance. . .131
California Short-Form Test of Mental Maturity: Level 4
Language. . .51
Logical Reasoning. . .68
Memory. . .64
Non-Language. . .68
Numerical Reasoning. . .83
Total. . .68
Verbal Concepts. . .51
California Study Methods Survey
Attitude toward School. . .141
Mechanics of Study. . .16
Planning and System. . .16
Total. . .16
California Test of Mental Maturity: Level 3
Language. . .51
Logical Reasoning. . .68
Memory. . .64
Non-Language. . .65
Numerical Reasoning. . .83
Spatial Relationships. . .191
Total. . .65
Verbal Concepts. . .51
California Test of Mental Maturity: Level 4
Language. . .51
Logical Reasoning. . .68
Memory. . .64
Non-Language. . .65
Numerical Reasoning. . .83
Spatial Relationships. . .191
Total. . .65
Verbal Concepts. . .51
California Test of Personality: Intermediate
Anti-Social Tendencies. . .145
Community Relations. . .145
Family Relations. . .145
Feeling of Belonging. . .133
Nervous Symptoms. . .107
Personal Adjustment. . .133
School Relations. . .141
Self-Reliance. . .122
Sense of Personal Freedom. . .133
Sense of Personal Worth. . .133
Social Adjustment. . .145
Social Skills. . .145
Social Standards. . .148
Total Adjustment. . .133
Withdrawing Tendencies. . .133
California Test of Personality: Secondary
Anti-Social Tendencies. . .145
Community Relations. . .148
Family Relations. . .145
Feeling of Belonging. . .133
Nervous Symptoms. . .107
Occupation Relations. . .141
Personal Adjustment. . .133
Self-Reliance. . .122

  - Sense of Personal Freedom. . .133
  - Sense of Personal Worth. . .133
  - Social Adjustment. . .145
  - Social Skills. . .122
  - Social Standards. . .149
  - Total Adjustment. . .133
  - Withdrawing Tendencies. . .107
- Canadian Academic Aptitude Test
  - Mathematical Reasoning. . .83
  - Non-Verbal Reasoning. . .68
  - Verbal Reasoning. . .51
- Canadian Achievement Test in English. . .26
- Canadian Achievement Test in French. . .37
- Canadian Achievement Test in Mathematics. . .97
- Canadian Achievement Test in Technical and Commercial Mathematics
  - Commercial. . .83
  - Technical. . .83
- Canadian English Achievement Test
  - Effectiveness of Expression. . .30
  - Mechanics of Expression. . .24
  - Reading Comprehension. . .7
- Canadian Lorge-Thorndike Intelligence Tests: Level F
  - Non-Verbal. . .68
  - Verbal. . .51
- Canadian Mathematics Achievement Test
  - Arithmetic Computation. . .83
  - Facts, Terms, and Concepts. . .83
  - Measurement. . .92
- Canadian New Achievement Test in Mathematics. . .96
- Cardall-Miles Mental Alertness Test. . .52
- Career Guidance Inventory
  - Agriculture and Forestry Technology. . .216
  - Business Management. . .204
  - Carpentry and Woodworking. . .199
  - Chemical and Laboratory Technology. . .211
  - Civil and Architectual Engineering Technology. . .216
  - Communications. . .211
  - Data Processing Technology. . .211
  - Drafting and Design Technology. . .139
  - Electrical Engineering Technology. . .199
  - Environmental Health Technology. . .211
  - Food Service. . .199
  - Industrial Production Technology. . .204
  - Masonry. . .199
  - Mechanical Engineering Technology. . .199
  - Mechanical Repair. . .199
  - Medical Technology—Laboratory. . .199
  - Medical Technology—Nursing. . .204
  - Painting and Decorating. . .199
  - Plumbing and Pipefitting. . .200
  - Printing. . .200
  - Protective Services. . .204
  - Sales. . .204
  - Science, Skilled. . .200
  - Sheet Metal and Welding. . .200
  - Technical, Professional. . .211
  - Tool and Die Making—Precision Machining. . .200
  - Transportation Services. . .200
- Career Interests Test
  - Aesthetic-Literary. . .218
  - Commercial-Clerical. . .222
  - Outdoor-Physical. . .216
  - Practical-Technical. . .200
  - Scientific-Theoretical. . .211
  - Social Service. . .204
- Career Maturity Inventory, Attitude Scale. . .150
- Career Maturity Inventory, Competence Test
  - Choosing a Job. . .197
  - Knowing About Jobs. . .197
  - Knowing Yourself. . .79
  - Looking Ahead. . .197
  - What Should They Do?. . .79
- Cartoon Predictions. . .79
- Carver Darby Chunked Reading Test
  - Accuracy. . .7
  - Efficiency. . .64
  - Rate. . .7
- Cassel Group Level of Aspiration Test
  - Aspiration "D" Score. . .138
  - Clinical "D" Score. . .138
  - First Goal Score. . .138
  - Hausmann Score. . .138
  - Level of Aspiration Quotient (LAQ). . .138
  - Physiological Response to Failure. . .223
  - Psychological Response to Failure. . .223
- CAT. . . see California Achievement Test
- Cattell Culture Fair Intelligence Test—Scale 2
  - Part I. . .68
  - Part II. . .68
  - Total. . .68
- Cattell Intelligence Tests—Scale II. . .52
- Cattell Intelligence Tests—Scale III. . .52
- CBS Composite (Missing Cartoons + Missing Pictures). . .62

CBT Composite (Picture Exchange + Social Translations). . .79
CGA Mental Ability Tests: Grades 6–9. . .68
CGA Mental Ability Tests: Grades 9–12. . .69
Check List Review. . .187
Chemistry Achievement Test for Chem Study or Equivalent. . .162
Chicago Non-Verbal Examination—Verbal Direction. . .69
Choice Motivator Scale. . .198
Classroom Behavior Inventory
    Academic Ability. . .75
    Academic Interest. . .141
    Academic Seriousness. . .138
    Achievement Orientation. . .139
    Active Helpfulness. . .131
    Argumentativeness. . .146
    Asocial. . .146
    Assertiveness. . .122
    Attention Seeking. . .108
    Attentiveness. . .139
    Belligerence. . .127
    Boastfulness. . .134
    Cheerfulness. . .108
    Competitiveness. . .139
    Compliance. . .142
    Concentration. . .139
    Conformity. . .122
    Conscientiousness. . .114
    Considerateness. . .149
    Cooperativeness. . .131
    Cruelty. . .131
    Daydreaming. . .141
    Decisiveness. . .118
    Dependence. . .122
    Depression. . .108
    Destructiveness. . .149
    Distractibility. . .114
    Distrustfulness. . .127
    Dominance. . .122
    Emotional. . .108
    Enthusiasm. . .142
    Fatigue. . .118
    Friendliness to Teacher. . .142
    Generosity. . .127
    Gregariousness. . .127
    Hyperactivity. . .108
    Hypersensitivity. . .108
    Impulsiveness. . .114
    Inappropriate Talkativeness. . .142
    Independence. . .122
    Inquisitiveness. . .118
    Intellectual Passivity. . .118
    Irritability. . .108
    Kindness. . .131
    Leadership. . .122
    Low Self Esteem. . .134
    Methodicalness. . .114
    Over-Carefulness. . .114
    Perseverance. . .139
    Quarrelsomeness. . .146
    Rapid Response. . .118
    Resentfulness. . .146
    Resourcefulness. . .118
    Rigidity. . .118
    Self Confidence. . .134
    Self Consciousness. . .108
    Slow-Tempo. . .118
    Submissiveness. . .122
    Tenseness. . .108
    Unruliness. . .149
    Verbal Expressiveness. . .122
    Withdrawal. . .122
    Work Fluctuation. . .139
    Worrier. . .108
Clerical Aptitude Test. . .187
Clerical Skills Series
    Alphabetizing—Filing. . .187
    Arithmetic. . .83
    Clerical Speed and Accuracy. . .187
    Coding. . .63
    Eye-Hand Accuracy. . .229
    Grammar and Punctuation. . .26
    Spelling. . .18
    Spelling—Vocabulary. . .18
    Vocabulary. . .52
    Word Fluency. . .52
Clerical Test FG. . .187
Clerical Tests
    Addition and Multiplication. . .194
    Comparing Names and Numbers. . .187
    Copying Names. . .63
    Copying Numbers. . .63
    Grammar. . .26
    Spelling. . .18
    Typewriting Agility. . .178
    Vocabulary. . .52

Closed High School Placement Test: Series I
  Battery Composite. . .69
  Language. . .26
  Modern Mathematics. . .80
  Quantitative Reasoning. . .69
  Reading. . .7
  Total Ability. . .69
  Traditional Arithmetic. . .84
  Verbal Reasoning. . .69
Closure Speed (Gestalt Completion). . .52
Cognitive Abilities Test: Level F
  Non-Verbal Battery. . .69
  Quantitative Battery. . .80
  Verbal Battery. . .69
Cognitive Abilities Test: Level G
  Non-Verbal Battery. . .69
  Quantitative Battery. . .80
  Verbal Battery. . .69
Comprehensive English Language Test for Speakers of English as a Second Language
  Listening. . .39
  Structure. . .37
  Total Score. . .37
  Vocabulary. . .37
Comprehensive Tests of Basic Skills: Level 4, Forms Q–R
  Arithmetic
    Applications. . .84
    Computation. . .84
    Concepts. . .80
    Total. . .84
  Language
    Expression. . .27
    Mechanics. . .27
    Spelling. . .18
    Total. . .27
  Reading
    Comprehension. . .7
    Total. . .7
    Vocabulary. . .52
  Study Skills
    Total. . .174
    Using Graphic Materials. . .174
    Using Reference Materials. . .16
  Total Battery. . .80
Connolly Occupational Interests Questionnaire
  Group E. . .212
  Group F. . .204
  Group G. . .204
  Group H. . .218
  Group J. . .218
  Group K. . .222
  Group L. . .200
Consequences
  Ideational Fluency. . .76
  Originality. . .75
Contact Personality Factor. . .131
Contemporary Mathematics Test
  Advanced (Senior High). . .91
  Algebra. . .93
  Junior High Level. . .91
Content Evaluation Series: Agribusiness Achievement Test
  Animal Science. . .175
  Management. . .176
  Mechanics. . .176
  Plant and Animal Science. . .176
Content Evaluation Series: Language Arts Tests
  Composition Test. . .30
  Language Ability Test. . .24
  Literature Test. . .36
Content Evaluation Series: Mathematics Test. . .84
Content Evaluation Series: Modern Algebra Test. . .93
Content Evaluation Series: Modern Economics Test. . .168
Content Evaluation Series: Modern Geometry Test. . .97
Content Evaluation Series: Science Tests
  Earth Science Test. . .163
  Physical Science Test. . .166
Content Evaluation Series: The Office Information Skills Test
  Error Location and Correction. . .187
  Office Information Questionnaire. . .178
  Timed Typewriting Test. . .178
  Transcription Test. . .178
Cooperative English Tests
  English Expression. . .27
  Total English. . .8
Cooperative English Tests—Reading Comprehension
  Level of Comprehension. . .7
  Speed of Comprehension. . .7
  Total Reading Comprehension. . .8
  Vocabulary. . .52
Cooperative Industrial Arts Tests
  Drawing. . .48
  Electricity-Electronics. . .49
  General Industrial Arts. . .48
  Metals. . .49
  Woods. . .48

Cooperative Inter-American Tests—Tests of General Ability:
  Advanced
  Non-Verbal. . .69
  Total. . .69
  Verbal. . .52
Cooperative Inter-American Tests—Tests of Language Usage: Active
  Vocabulary and Expression
  Active Vocabulary. . .52
  Expression. . .30
  Total. . .52
Cooperative Inter-American Tests—Tests of Natural Sciences:
  Vocabulary and Interpretation of Reading Materials
  Interpretation. . .8
  Total. . .8
  Vocabulary. . .165
Cooperative Inter-American Tests—Tests of Reading: Advanced
  Comprehension. . .8
  Total. . .8
  Vocabulary. . .52
Cooperative Inter-American Tests—Tests of Social Studies:
  Vocabulary and Interpretation of Reading Materials
  Interpretation. . .8
  Total. . .52
  Vocabulary. . .52
Cooperative Latin Test—Advanced Form
  Grammar. . .38
  Reading. . .38
  Total. . .37
  Vocabulary. . .37
Cooperative Latin Test—Elementary Form
  Grammar. . .38
  Reading. . .38
  Total. . .37
  Vocabulary. . .37
Cooperative Literature Tests
  A Tale of Two Cities. . .33
  Great Expectations. . .33
  Hamlet. . .33
  Huckleberry Finn. . .33
  Julius Caesar. . .33
  Macbeth. . .33
  Moby Dick. . .33
  Oedipus the King. . .33
  Our Town. . .33
  Pride and Prejudice. . .33
  Pygmalion. . .33
  Silas Marner. . .34
  The Bridge of San Luis Rey. . .34
  The Merchant of Venice. . .34
  The Odyssey. . .34
  The Old Man and the Sea. . .34
  The Red Badge of Courage. . .34
  The Return of the Native. . .34
  The Scarlet Letter. . .34
Cooperative Mathematics Tests
  Algebra I. . .94
  Algebra II. . .93
  Algebra III. . .93
  Analytic Geometry. . .99
  Arithmetic. . .84
  Calculus. . .99
  Geometry
    Part I. . .97
    Total. . .96
  Trigonometry. . .98
Cooperative Science Tests
  Advanced General Science. . .163
  Biology
    Part I. . .161
    Part II. . .160
    Total. . .159
  Chemistry
    Part I. . .162
    Part II. . .164
    Total. . .162
  General Science. . .162
  Physics
    Part I. . .165
    Part II. . .164
    Total. . .165
Cooperative Social Studies Tests
  American Government. . .169
  American History, Senior High School. . .172
  Civics. . .169
  Modern European History. . .171
  Problems of Democracy. . .170
  World History. . .171
Cooperative Topical Tests in American History
  Development of Industrial America, 1865–1898. . .172
  Expansion, Civil War, and Reconstruction, 1840–1877. . .172
  Exploration, Colonization, and Independence, 1450–1783. . .172
  Foundations of American Government, 1781–1801. . .172
  Growth of Nationalism and Democracy, 1801–1840. . .172

    Imperialism, Domestic Reform, and the First World War, 1898–1920. . .172
    Prosperity, Depression, and the New Deal, 1920–1940. . .172
    The Second World War and After. . .172
COPE (Coping Operations Preference Enquiry)
    Denial. . .114
    Isolation. . .114
    Projection. . .114
    Regression. . .114
    Turning-Against-The-Self. . .114
Cornell Conditional-Reasoning Test. . .78
Cornell Critical Thinking Test, Level X. . .78
Cornell Critical Thinking Test, Level Z. . .78
Correct Spelling. . .18
CPI. . . see California Psychological Inventory
Crawford Small Parts Dexterity Test
    Pins and Collars. . .231
    Screws. . .231
Cree Questionnaire. . .195
Cross Reference Test. . .194
Crowley Occupational Interests Blank
    Part 1
        Active—Outdoor—Boys. . .216
        Active—Outdoor—Girls. . .216
        Artistic—Boys. . .218
        Artistic—Girls. . .219
        Office—Boys. . .222
        Office—Girls. . .222
        Practical—Boys. . .200
        Practical—Girls. . .200
        Social—Boys. . .204
        Social—Girls. . .204
    Part 2
        Companionship. . .197
        Financial Gains. . .139
        Interest. . .196
        Stability/Security. . .196
        Working Conditions. . .196
CTBS. . . see Comprehensive Tests of Basic Skills
CTMM. . . see California Test of Mental Maturity
Culture Fair Intelligence Test. . . see Test of "g": Culture Fair
Cummings World History Test. . .171
Curiosity Inventory. . .118
Curtis Completion Form. . .108
Curtis Interest Scale
    Applied Arts. . .219
    Business. . .222
    Computation. . .222
    Desire for Responsibility. . .195
    Direct Sales. . .204
    Entertainment. . .205
    Farming. . .216
    Interpersonal. . .205
    Mechanics. . .200
    Production. . .200
    Science. . .212

D48 Test. . . see under DF
D.A.P. Blank. . .1
Dailey Vocational Tests: Business English Test. . .27
Dailey Vocational Tests: Spatial Visualization Test. . .191
Dailey Vocational Tests: Technical and Scholastic Test
    Scholastic. . .84
    Technical. . .183
    Total. . .183
DAT. . . see Differential Aptitude Tests
Davis Reading Test, Series 2
    Level of Comprehension. . .8
    Speed of Comprehension. . .8
Decorations. . .77
Demos D-Scale
    Attitudes toward Education. . .142
    Attitudes toward Teachers. . .142
    Influences by Peers and Parents. . .127
    School Behavior. . .142
    Total. . .142
Depression Adjective Check List. . .108
Detroit General Aptitudes Examination
    Alphabetizing. . .187
    Analysis. . .69
    Arithmetic. . .84
    Circles. . .223
    Classification. . .188
    Clerical Aptitude
        Educational. . .188
        Motor. . .223
        Total. . .188
        Visual Imagery. . .188
    Disarranged Pictures. . .191
    Handwriting. . .31
    Information. . .52
    Intelligence
        Language. . .50
        Motor. . .188

    Non-Language. . .191
    Total. . .50
    Visual Imagery. . .191
  Likenesses and Differences. . .188
  Mechanical Aptitude
    Educational. . .84
    Mechanical Information. . .52
    Motor. . .188
    Total. . .191
    Visual Imagery. . .191
  Opposites. . .52
  Pulleys. . .191
  Reading. . .62
  Sizes. . .228
  Spelling. . .18
  Tool Information. . .53
  Tool Recognition. . .53
Detroit Tests of Learning Aptitude
  Auditory Attention Span for Related Syllables. . .65
  Auditory Attention Span for Unrelated Words. . .63
  Disarranged Pictures. . .191
  Free Association. . .53
  Likenesses and Differences. . .69
  Memory for Designs. . .1
  Motor Speed and Precision. . .229
  Number Ability. . .84
  Oral Commissions. . .65
  Oral Directions. . .63
  Orientation. . .53
  Pictorial Absurdities. . .78
  Pictorial Opposites. . .78
  Social Adjustment A. . .79
  Social Adjustment B. . .53
  Verbal Absurdities. . .78
  Verbal Opposites. . .53
  Visual Attention Span for Letters. . .63
  Visual Attention Span for Objects. . .63
Developmental Test of Visual-Motor Integration. . .229
DF Opinion Survey
  Adventure vs. Security. . .118
  Aesthetic Appreciation. . .2
  Cultural Conformity. . .118
  Liking for Thinking. . .212
  Need for Attention. . .134
  Need for Diversion. . .118
  Need for Freedom. . .122
  Need for Precision. . .200
  Realistic Thinking. . .114
  Self-Reliance vs. Dependence. . .123
D48 Test. . .69
Diagnostic Reading Tests
  Paragraph Meaning. . .8
  Speed. . .8
  Total Score. . .8
  Vocabulary Test. . .53
Diagnostic Reading Tests: Section I, Vocabulary (Revised)
  Total. . .53
  Vocabulary of English Grammar and Literature. . .53
  Vocabulary of Mathematics. . .53
  Vocabulary of Science. . .53
  Vocabulary of Social Studies. . .53
Diagnostic Reading Tests: Section II, Comprehension, Silent and Auditory
  Method of Administration 1. . .8
  Method of Administration 2. . .8
Diagnostic Reading Tests: Section III, Rates of Reading
  Rate of Reading—Speeded. . .8
  Rate of Reading—Unspeeded. . .8
  Story Comprehension—Speeded. . .8
  Story Comprehension—Unspeeded. . .8
Diagnostic Reading Tests: Section IV, Word Attack
  Oral—Paragraphs. . .22
  Oral—Word Lists. . .22
  Silent—Sounds. . .22
  Silent—Syllabication. . .18
  Silent—Total. . .22
Diagnostic Reading Tests: Survey Section, Upper Level
  Comprehension. . .9
  Story Comprehension. . .9
  Total. . .53
  Vocabulary. . .53
  Words Per Minute. . .9
Diagnostic Spelling Test. . .18
Diagnostic Test
  Capitalization and Punctuation. . .27
  Joining Parts of the Sentence. . .31
  Parts of Speech. . .24
  Parts of the Sentence. . .27
Diagnostic Test in Basic Algebra. . .94
Diagnostic Test in Mathematics: Level 1. . .80
Diagnostic Tests and Self-Helps in Arithmetic
  Addition Facts. . .84
  Addition of Decimals. . .84
  Addition of Like Fractions. . .84

  - Addition of Unlike Fractions. . .84
  - Addition of Whole Numbers. . .84
  - Division by One-Place Numbers. . .84
  - Division by Two-Place Numbers (10A). . .84
  - Division by Two-Place Numbers (10B). . .84
  - Division Facts. . .85
  - Division of Decimals. . .85
  - Division of Fractions. . .85
  - Multiplication Facts. . .85
  - Multiplication of Decimals. . .85
  - Multiplication of Fractions. . .85
  - Multiplication of Whole Numbers. . .85
  - Operations with Measures. . .92
  - Per Cent (22A). . .85
  - Per Cent (22B). . .85
  - Regrouping Fractions. . .85
  - Screening Test in Arithmetic. . .85
  - Subtraction Facts. . .85
  - Subtraction of Decimals. . .85
  - Subtraction of Like Fractions. . .85
  - Subtraction of Unlike Fractions (15A). . .85
  - Subtraction of Unlike Fractions (15B). . .85
  - Uneven Division Facts. . .85
- Diagnostic Tests in English Composition
  - Capitalization. . .27
  - Grammar. . .27
  - Punctuation. . .27
  - Sentence Structure. . .31
- Differential Aptitude Tests
  - Abstract Reasoning. . .69
  - Clerical Speed and Accuracy. . .183
  - Language Usage Part I: Spelling. . .19
  - Language Usage Part II: Grammar. . .27
  - Mechanical Reasoning. . .166
  - Numerical Ability. . .85
  - Space Relations. . .191
  - Verbal Reasoning. . .69
  - VR + NA: Scholastic Aptitude. . .69
- Differential Value Profile
  - Aesthetic. . .2
  - Humanitarian. . .131
  - Intellectual. . .142
  - Material. . .114
  - Power. . .123
  - Religious. . .151
- Dimock L Inventory
  - A Scale. . .123
  - FN Scale. . .123
  - Total. . .123
  - YN Scale. . .123
- Dominion Group Test of Learning Capacity—Advanced. . .70
- Dominion Group Test of Learning Capacity—Intermediate. . .70
- Drake Musical Aptitude Tests
  - Musical Memory. . .104
  - Rhythm. . .100
- Draw A Person Blank. . .see D.A.P. Blank
- Driver Attitude Survey
  - Accident. . .131
  - Alcohol. . .108
  - Deviance. . .93
  - Faking. . .114
  - "Misses". . .118
  - Personal Relations. . .128
  - Violation. . .118
- Drug I.Q. Test
  - Dependence and Treatment. . .45
  - Drug "Argot" and Drug Facts. . .45
  - Nature and Effects. . .45
  - Total. . .45
  - Use Reasons and Control Laws. . .45
- Drug Knowledge Inventory. . .45
- Dubins Earth Science Test. . .163
- Dunning Abeles Physics Test. . .165
- Durrell Listening-Reading Series: Advanced Level
  - Differential
    - Paragraphs. . .9
    - Total. . .53
    - Vocabulary. . .53
    - Listening Test
    - Paragraph Listening. . .23
    - Total. . .54
    - Vocabulary Listening. . .53
  - Reading Test
    - Paragraph Reading. . .9
    - Total. . .54
    - Vocabulary Reading. . .53

- Educational Development Series: Advanced Level
  - Basic Skills. . .9
  - Composite Score. . .70
  - English. . .27
  - Mathematics. . .86
  - My Career Plans. . .198
  - My Favorite School Subjects. . .142

- My School Plans. . .142
- Non-Verbal Reasoning. . .70
- Reading. . .9
- Science. . .164
- Solving Everyday Problems. . .79
- The U.S.A. in the World. . .172
- Total Ability. . .70
- Verbal Reasoning. . .54

Educational Development Series: Senior Level
- Basic Skills. . .9
- Composite Score. . .70
- English. . .27
- Mathematics. . .81
- My Career Plans. . .198
- My Favorite School Subjects. . .142
- My School Plans. . .142
- Non-Verbal Reasoning. . .70
- Reading. . .9
- Science. . .174
- Solving Everyday Problems. . .175
- The U.S.A. in the World. . .172
- Total Ability. . .70
- Verbal Reasoning. . .70

Effective Study Test
- Examination Behavior. . .16
- Reading Behavior. . .17
- Reality Orientation. . .17
- Study Organization. . .17
- Total Study Effectiveness. . .17
- Writing Behavior. . .17

Ego-Ideal and Conscience Development Test
- Community Relations. . .79
- Economic Sufficiency. . .79
- Home and Family. . .79
- Inner Development. . .79
- Romance and Psychosexual. . .79
- Rules and Law. . .79
- School and Education. . .79
- Self-Actualization. . .79
- Total. . .79

Ego Strength Q-Sort Test
- Ego Status. . .134
- Goal Setting and Striving. . .139
- Good Mental Health. . .108
- Physical Status. . .108
- Social Status. . .128
- Total Ego Strength. . .108

Elias Family Opinion Survey
- Attitudes toward Father. . .146
- Attitudes toward Mother. . .146
- Family Inferiority—Superiority. . .146
- Father-Mother Attitude Quotient. . .146
- Interparental Friction—Harmony. . .146
- Oedipal. . .146
- Parent-Child Friction—Harmony. . .146
- Parental Qualities. . .146
- Rejection of Child. . .146
- Struggle for Independence. . .146
- Total Test. . .146

Embedded Figures Test. . .191

Empathy Test. . .149

Emporia American History Test
- Test I. . .172
- Test II. . .173

Emporia Biology Test
- Test I. . .159
- Test II. . .159

Emporia Chemistry Test
- Test I. . .162
- Test II. . .162

Emporia Clothing Test. . .48

Emporia First Year Latin Test
- Test I. . .38
- Test II. . .38

Emporia General Science Test
- Test I. . .164
- Test II. . .165

Emporia High School Health Test. . .161

Emporia Industrial Arts Test. . .48

Emporia Physics Test
- Test I. . .166
- Test II. . .165

Emporia Second Year Latin Test
- Test I. . .38
- Test II. . .38

English Language Test. . .37

English Literature Anthology Test
- Beginnings of English Literature. . .34
- Final Examination. . .34
- The Eighteenth Century. . .34
- The Elizabethan Period. . .34
- The English Novel. . .34
- The Puritan Period. . .34
- The Romantic Period. . .34

  - The Twentieth Century. . .34
  - The Victorian Period. . .34
- English Minimum Essentials Test
  - Grammatical Correctness. . .24
  - Inflection and Accent. . .25
  - Punctuation and Capitalization. . .27
  - Sentence and Its Parts. . .24
  - Sentence Sense. . .31
  - Spelling. . .19
  - Total Score. . .24
  - Vocabulary. . .54
- English Progress Test G. . .54
- ERB Modern Elementary Algebra Test. . .96
- ERB Modern Second Year Algebra Test. . .93
- ESCP Test of Science Knowledge
  - Factual Information. . .164
  - Principles. . .164
  - Total. . .164
- Essential Problem Arithmetic Test. . .86
- Essentials of English Tests
  - Grammatical Usage. . .27
  - Punctuation and Capitalization. . .27
  - Sentence Structure. . .31
  - Spelling. . .19
  - Total. . .24
  - Word Usage. . .25
- Every Pupil Achievement Test
  - Typewriting I. . .178
  - Typewriting II. . .178
- Examination in Automotive Mechanics. . .49
- Examination in Carpentry. . .183
- Examination in Machine Shop Practice. . .49
- Examination in Mechanical Design and Construction. . .183
- Examination in Structure
  (English as a Foreign Language). . .38
- Examination in Technical Electricity and Electronics. . .49
- Examination in Trade Electricity and Industrial Electronics. . .49
- Examining for Aphasia. . .54
- Expression Grouping. . .70
- Expressional Fluency. . .77
- Eysenck Personality Inventory
  - Neuroticism. . .108
  - Extraversion—Introversion. . .118

- FACT. . .see Flanagan Aptitude Classification Tests
- Factorial Interest Blank
  - Aesthetic. . .219
  - Entertainment. . .205
  - Humanitarian. . .205
  - Literate. . .212
  - Physical. . .216
  - Rural-Practical. . .216
  - Scientific-Mechanical. . .212
  - Sociable. . .205
- Famous Sayings
  - Conventional Mores. . .123
  - Fear of Failure. . .139
  - Hostility. . .128
  - Social Acquiescence. . .118
- Fiesenheiser Test of Ability to Read Drawings. . .48
- FIRO-B
  - Affection
    - Expressed Behavior. . .128
    - Wanted Behavior. . .128
  - Control
    - Expressed Behavior. . .123
    - Wanted Behavior. . .123
  - Inclusion
    - Expressed Behavior. . .128
    - Wanted Behavior. . .128
- FIRO-F
  - Affection
    - Expressed Feeling. . .128
    - Wanted Feeling. . .128
  - Control
    - Expressed Feeling. . .128
    - Wanted Feeling. . .134
  - Inclusion
    - Expressed Feeling. . .128
    - Wanted Feeling. . .128
- First Year French Test. . .38
- First Year Spanish Test. . .38
- Fisher-Logemann Test of Articulation Competence
  - Picture Test. . .22
  - Sentence Test. . .22
- Five Task Test
  - Ball and Field Task. . .78
  - Emotionality Score. . .108
  - Projective Cut-Out Task. . .109
  - Quality Score. . .91
- Flags: A Test of Space Thinking. . .191
- Flanagan Aptitude Classification Tests
  - Arithmetic. . .194
  - Assembly. . .191

303

        Coding. . .188
        Components. . .191
        Coordination. . .228
        Expression. . .27
        Inspection. . .228
        Judgment and Comprehension. . .9
        Mechanics. . .182
        Memory. . .63
        Patterns. . .229
        Precision. . .229
        Scales. . .182
        Tables. . .188
    Football Skills Tests
        Ball Changing Zigzag Run. . .157
        Blocking. . .157
        Catching the Forward Pass. . .157
        Dodging Run. . .157
        50-Yard Dash with Football. . .158
        Football Punt for Distance. . .158
        Forward Pass for Accuracy. . .158
        Forward Pass for Distance. . .158
        Kick-Off. . .158
        Pull-Out. . .158
    Foreign Language Prognosis Test: Form A
        English Inflection. . .25
        Related Words. . .66
        Sentence Translation—Esperanto to English. . .66
        Total. . .65
        Word Translation—English to Esperanto. . .70
    Foreign Language Prognosis Test: Form B
        Artificial Language. . .66
        Formation of Parts of Speech in English. . .25
        Sentence Translation—English to Esperanto. . .66
        Total. . .65
        Word Translation—Esperanto to English. . .70
    Forty-Eight Item Counseling Evaluation Test: Revised
        Anxiety-Tension-Stress. . .109
        Compulsive-Obsessive-Rigid Behavior. . .114
        Depressive-Defeatist Thoughts and Feelings. . .109
        Friendship-Socialization. . .128
        Goals: Religious-Philosophical. . .134
        Inadequacy: Feelings and Behavior. . .134
        Total. . .109
    Foster Mazes A and B. . .231
    Fowler-Parmenter Self-Scoring Interest Record
        Artistic. . .219
        Clerical. . .222

        Managerial. . .205
        Musical. . .219
        Numerical. . .212
        Operative. . .209
        Outdoor. . .216
        Persuasive. . .205
        Scientific. . .212
        Skilled Mechanical. . .200
        Social Service. . .205
        Verbal. . .212
    Fractured English Drill. . .9
    Fruit Distraction Test
        Number of Recalls of Peripheral Figures. . .63
        Reading Error Distractability Score. . .75
        Reading Time Distractability Score. . .75
    Full Range Picture Vocabulary Test. . .54
    Functional Grammar Test. . .27
    Fundamental Achievement Series
        Numerical. . .86
        Verbal. . .54
        Verbal + Numerical. . .86
    Fundamentals Evaluation Test
        History and Social Studies. . .169
        Mathematics. . .93
        Reading
            Comprehension. . .9
            Vocabulary. . .54
        Science. . .165
        Total—Average. . .54
    Fundamentals of Hebrew—1: Upper Level. . .37

    GAPADOL Reading Comprehension. . .54
    Gates-MacGinitie Reading Tests: Survey E
        Comprehension. . .9
        Speed and Accuracy. . .9
        Vocabulary. . .54
    Gates-MacGinitie Reading Tests: Survey F
        Comprehension. . .9
        Speed and Accuracy. . .9
        Vocabulary. . .54
    Gates-McKillop Reading Diagnostic Tests
        Oral Reading. . .22
        Oral Vocabulary. . .54
        Spelling. . .19
    Geist Picture Interest Inventory: Female
        Artistic. . .219
        Clerical. . .222

  Computational. . .212
  Dramatic. . .219
  Literary. . .212
  Mechanical. . .200
  Musical. . .219
  Outdoor. . .216
  Personal Service. . .205
  Persuasive. . .205
  Scientific. . .212
  Social Service. . .205
Geist Picture Interest Inventory: Male
  Artistic. . .219
  Clerical. . .223
  Computational. . .212
  Dramatic. . .219
  Literary. . .212
  Mechanical. . .200
  Musical. . .219
  Outdoor. . .216
  Persuasive. . .205
  Scientific. . .212
  Social Service. . .205
General Clerical Ability. . .188
General Clerical Test
  Clerical. . .188
  Numerical. . .194
  Total. . .188
  Verbal. . .19
General Employment Review
  Mathematics. . .86
  Perception and General Knowledge. . .70
  Total. . .86
  Vocabulary. . .54
General Science Test. . .165
Getting Along
  Getting Along in One's Environment. . .79
  Getting Along with One's Self. . .115
  Getting Along with Others. . .146
  Total. . .146
Gilliland Learning Potential Examination
  General Information. . .54
  Listening Comprehension. . .65
  Non-Reading Total. . .70
  Picture Completion. . .54
  Quick Score. . .70
  Reading Interest Areas. . .54
  Relationships. . .70
  Symbol Identification. . .63
  Symbol Interpretation. . .70
  Symbolic Representation. . .70
  Total. . .71
  Visual Memory. . .63
Goldman-Fristoe Test of Articulation
  Sounds-in-Sentences. . .22
  Sounds-in-Words. . .22
  Syllable Stimulability. . .22
Goldman-Fristoe-Woodcock Test of Auditory Discrimination
  Noise Subtest. . .225
  Quiet Subtest. . .225
Goodenough-Harris Drawing Test
  Point Scale
    Man. . .55
    Self. . .55
    Woman. . .55
  Quality Scale
    Man. . .55
    Woman. . .55
Gordon Occupational Check List
  Arts. . .219
  Business. . .223
  Outdoor. . .216
  Service. . .205
  Technology. . .200
Gordon Personal Inventory
  Cautiousness. . .118
  Original Thinking. . .118
  Personal Relations. . .128
  Vigor. . .119
Gordon Personal Profile
  Ascendancy. . .123
  Emotional Stability. . .109
  Responsibility. . .115
  Sociability. . .128
Graded Arithmetic—Mathematics Test, Decimal Currency Edition. . .86
Grammar and Sentence Construction, Final Examination. . .28
Grammar and Usage Test Series
  Final Examination (Junior High). . .24
  Final Examination (Senior High). . .24
  Parts of Speech (Junior High). . .25
  Parts of Speech (Senior High). . .25
  Plurals and Possessives (Junior High). . .19
  Plurals and Possessives (Senior High). . .19
  Pronoun Usage (Junior High). . .25

- Pronoun Usage (Senior High). . .25
- Punctuation (Junior High). . .28
- Punctuation (Senior High). . .28
- Verbals (Senior High). . .25
- Word Usage (Junior High). . .28
- Word Usage (Senior High). . .19

Gray Oral Reading Test. . .22

Gray-Votaw-Rogers General Achievement Test, Advanced
- Arithmetic
  - Computation. . .86
  - Reasoning. . .86
- Elementary Science. . .165
- Health and Safety. . .161
- Language. . .28
- Literature. . .34
- Reading
  - Comprehension. . .9
  - Vocabulary. . .55
- Social Studies. . .173
- Spelling. . .19
- Total Average. . .86

Group Achievement Tests—Niagara Edition
- Arithmetic Computation. . .86
- Diagnostic Paragraph Comprehension. . .10
- English Grammar. . .28
- Spelling. . .19
- Vocabulary. . .55

Group Achievement Test—Revised Edition
- Arithmetic
  - Computation. . .86
  - Reasoning. . .86
- Language Usage. . .28
- Paragraph Reading. . .9
- Spelling. . .19

Group Diagnostic Reading Aptitude and Achievement Tests
- Arithmetic Computation. . .86
- Auditory Tests
  - Discrimination and Orientation. . .23
  - Letter Memory. . .63
- Language Test—Vocabulary. . .55
- Motor Tests
  - Copying Text. . .32
  - Crossing Out Letters. . .190
- Reading Test
  - Paragraph Understanding. . .10
  - Speed. . .10
  - Word Discrimination. . .19
- Spelling Test. . .19
- Visual Tests
  - Form Memory. . .64
  - Letter Memory. . .64

Group Personality Projective Test
- Affiliation. . .128
- Neuroticism. . .123
- Nurturance. . .128
- Succorance. . .128
- Tension Reduction Quotient. . .109
- Total. . .109
- Withdrawal. . .115

Group Test of Speed and Accuracy in Arithmetic Computation
- Addition
  - Accuracy. . .86
  - Achievement. . .86
  - Speed. . .86
- Division
  - Accuracy. . .86
  - Achievement. . .87
  - Speed. . .87
- Multiplication
  - Accuracy. . .87
  - Achievement. . .87
  - Speed. . .87
- Subtraction
  - Accuracy. . .87
  - Achievement. . .87
  - Speed. . .87
- Total Test
  - Accuracy. . .87
  - Achievement. . .87
  - Speed. . .87

Guilford-Holley L Inventory
- Aggressiveness. . .123
- Ambition. . .139
- Benevolence. . .131
- Discipline. . .123
- Meticulousness. . .115

Guilford-Martin Inventory of Factors GAMIN
- Ascendance—Submission. . .123
- General Activity. . .119
- Inferiority Feelings. . .134
- Masculinity—Femininity. . .134
- Nervousness. . .109

Guilford-Martin Personnel Inventory
- Agreeableness. . .123

  Cooperativeness. . .131
  Objectivity. . .134
Guilford-Shneidman-Zimmerman Interest Survey
  Artistic: Appreciative
    Hobby. . .219
    Vocation. . .219
  Artistic: Expressive
    Hobby. . .219
    Vocation. . .219
  Business-Political: Leadership
    Hobby. . .205
    Vocation. . .205
  Business-Political: Mercantile
    Hobby. . .212
    Vocation. . .212
  Linguistic: Appreciative
    Hobby. . .36
    Vocation. . .212
  Linguistic: Expressive
    Hobby. . .212
    Vocation. . .213
  Mechanical: Designing
    Hobby. . .201
    Vocation. . .201
  Mechanical: Manipulative
    Hobby. . .201
    Vocation. . .201
  Office Work: Clerical
    Hobby. . .223
    Vocation. . .223
  Office Work: Numerical
    Hobby. . .223
    Vocation. . .223
  Outdoor: Athletic
    Hobby. . .216
    Vocation. . .216
  Outdoor: Natural
    Hobby. . .216
    Vocation. . .217
  Personal Assistance: Personal Service
    Hobby. . .205
    Vocation. . .205
  Personal Assistance: Social Welfare
    Hobby. . .206
    Vocation. . .206
  Scientific: Investigatory
    Hobby. . .213
    Vocation. . .213
  Scientific: Theoretical
    Hobby. . .213
    Vocation. . .213
  Social Activity: Gregarious
    Hobby. . .129
    Vocation. . .206
  Social Activity: Persuasive
    Hobby. . .206
    Vocation. . .206
Guilford-Zimmerman Aptitude Survey
  General Reasoning. . .87
  Mechanical Knowledge. . .183
  Numerical Operations. . .87
  Perceptual Speed. . .228
  Spatial Orientation. . .191
  Spatial Visualization. . .191
  Verbal Comprehension. . .55
Guilford-Zimmerman Interest Inventory
  Aesthetic. . .219
  Clerical. . .223
  Creative. . .213
  Leadership. . .206
  Literary. . .219
  Mechanical. . .201
  Mercantile. . .213
  Natural. . .217
  Scientific. . .213
  Service. . .206
Guilford-Zimmerman Temperament Survey
  Ascendance. . .123
  Emotional Stability. . .109
  Friendliness. . .123
  General Activity. . .119
  Masculinity. . .134
  Objectivity. . .134
  Personal Relations. . .131
  Restraint. . .119
  Sociability. . .123
  Thoughtfulnesss. . .119

Hackman-Gaither Vocational Interest Inventory
  Artistic. . .220
  Business—Clerical. . .223
  Business Contact. . .206
  Health and Welfare. . .206
  Mechanical. . .201

  Outdoor. . .217
  Scientific—Technical. . .201
  Service. . .206
Hall Occupational Orientation Inventory
  Aptitude Concern. . .198
  Aspiration. . .195
  Belongingness. . .197
  Co-Worker Concern. . .197
  Creativity, Independence. . .195
  Data Orientation. . .213
  Defensiveness. . .197
  Environment Concern. . .196
  Esteem. . .139
  Information, Knowledge. . .213
  Location Concern. . .217
  Monetary Concern. . .197
  People Orientation. . .206
  Personal Satisfaction. . .134
  Physical Abilities Concern. . .201
  Qualifications Concern. . .195
  Risk. . .196
  Routine Dependence. . .196
  Security. . .196
  Self-Actualization. . .195
  Things Orientation. . .201
  Time Concern. . .196
Hamlet. . .35
Hand Test
  Acquisition. . .119
  Acting-Out Ratio. . .124
  Active. . .119
  Affection. . .129
  Aggression. . .124
  Average Initial Reaction Time. . .115
  Bizarre. . .109
  Communication. . .129
  Crippled. . .109
  Dependence. . .124
  Description. . .119
  Direction. . .124
  Environmental. . .119
  Exhibition. . .124
  Experience Ratio. . .124
  Failure. . .109
  Fear. . .109
  High Minus Low Score. . .109
  Interpersonal. . .124
  Maladjustment. . .109
  Number of Responses. . .115
  Passive. . .119
  Pathological. . .109
  Tension. . .109
  Withdrawal. . .109
Harris Tests of Lateral Dominance
  Binocular Tests. . .154
  Dealing Cards. . .154
  Foot Dominance. . .155
  Hand Preferences. . .155
  Handwriting. . .155
  Knowledge of Right and Left. . .155
  Monocular Tests. . .155
  Simultaneous Writing. . .155
  Stereoscopic Tests. . .228
  Strength of Grip. . .155
  Tapping. . .155
Health Behavior Inventory, Junior High Level
  Attitudes. . .43
  Care of Eyes. . .43
  Community Health. . .46
  Dental Health. . .43
  Infection and Disease. . .46
  Knowledge. . .43
  Mental Health. . .44
  Nutrition. . .44
  Personal Cleanliness and Skin Care. . .43
  Personal Health. . .43
  Practices. . .43
  Rest and Recreation. . .43
  Safety. . .46
  Smoking and Drinking. . .44
  Total. . .43
Health Behavior Inventory, Senior High Level
  Community Health. . .46
  Dental Health. . .43
  Drinking, Smoking, and Narcotics. . .44
  Exercise, Rest, and Recreation. . .152
  Family Health. . .45
  Infection and Disease. . .46
  Mental Health. . .44
  Nutrition. . .44
  Personal Health. . .43
  Safety and First Aid. . .47
  Total. . .43

Health Education Test
  Application of Knowledge. . .47
  Health in Home, School and Community. . .43
  Health Knowledge. . .43
  Mental Health. . .44
  Nutrition. . .44
  Safety and First Aid. . .47
Henmon-Nelson Tests of Mental Ability (6-9). . .50
Henmon-Nelson Tests of Mental Ability (9-12). . .50
Hiett Diamond Jubilee Shorthand Test. . .178
Hiett Simplified Shorthand Test. . .178
Hiskey-Nebraska Test of Learning Aptitude
  Block Patterns. . .192
  Completion of Drawings. . .55
  Memory for Digits. . .64
  Picture Analogies. . .71
  Puzzle Blocks. . .192
  Spatial Reasoning. . .192
  Total Test. . .192
  Visual Attention Span. . .64
Hollien-Thompson Group Hearing Test. . .225
Holmes' Perfludex Tests
  Dex-Aim Test. . .231
  Dex-Man Scale. . .229
  Flu-Numb Test. . .194
  Flu-Verb Test. . .55
  Per-Numb Test. . .188
  Per-Symb Test. . .64
  Per-Verb Test. . .188
Hoskins-Sanders Literature Test
  Test I. . .35
  Test II. . .35
House of the Seven Gables. . .35
How I See Myself Scale—Secondary Form
  Academic Adequacy. . .134
  Autonomy. . .134
  Body-Build. . .134
  Boys—Social. . .134
  Emotions. . .110
  Girls—Social. . .135
  Interpersonal Adequacy. . .135
  Language Adequacy. . .142
  Peer. . .135
  Persistence. . .139
  Physical Adequacy. . .135
  Physical Appearance. . .135
  Teacher—School. . .142
How to Drive
  Test I. . .4
  Test II. . .4
  Test III. . .4
How to Drive Test
  Form A. . .4
  Form B. . .4
  Form C. . .3
  Form D. . .4
How Well Do You Know Your Interests
  Adventure. . .217
  Amusement: Appreciative. . .213
  Amusement: Managerial. . .220
  Amusement: Productive. . .220
  Applied Chemistry. . .213
  Arbitrative. . .206
  Bargaining. . .206
  Basic Biological Problems. . .213
  Basic Chemical Problems. . .213
  Basic Physical Problems. . .213
  Basic Psychological Problems. . .213
  Business Management. . .206
  Buyer. . .206
  Clerical. . .223
  Disciplinary. . .206
  Disputatious. . .206
  Domestic Service. . .225
  Farm or Ranch. . .217
  Femininity. . .198
  Gardening. . .217
  Hunting. . .217
  Labor Management. . .206
  Literary: Appreciative. . .213
  Literary: Productive. . .220
  Machine Design. . .201
  Machine Operation. . .201
  Masculinity. . .199
  Medical Service. . .207
  Musical: Appreciative. . .213
  Musical: Composing. . .220
  Musical: Performing. . .220
  Numerical. . .223
  Nursing Service. . .207
  One-Order Selling. . .207
  Outside Selling. . .207
  Persuasive. . .207
  Philosophical. . .214

  Power Seeking. . .207
  Production Supervision. . .207
  Propaganda. . .207
  Repair and Construction. . .201
  Retail Selling. . .207
  Sales Complaints. . .207
  Self-Aggrandizing. . .207
  Selling Intangibles. . .207
  Selling Real Estate. . .207
  Social Service. . .207
  Sports: Appreciative. . .214
  Sports: Participative. . .217
  Supervisory Initiative. . .207
  Teaching Service. . .207
  Unskilled Labor. . .201
  Visual Art: Appreciative. . .214
  Visual Art: Decorative. . .220
  Visual Art: Productive. . .220
How Well Do You Know Yourself
  Ambitiousness. . .119
  Consistency. . .115
  Cooperativeness. . .124
  Dejection. . .110
  Dynamism. . .119
  Emotional Control. . .110
  General Morale. . .110
  Hypercriticalness. . .146
  Impulsiveness. . .119
  Irritability. . .110
  Nervousness. . .110
  Novelty-Loving. . .119
  Practicality. . .115
  Punctuality. . .115
  Seriousness. . .115
  Submissiveness. . .124
  Test Objectivity. . .129
  Vocational Assurance. . .135
Howell Geometry Test. . .97
Human Relations Inventory. . .149

Ideal Leader Behavior. . .197
Ideational Fluency I. . .77
Illinois Algebra Test—Test I. . .96
Illinois Algebra Test—Test II. . .96
Illinois Index of Scholastic Aptitude. . .55
Illinois Ratings of Character in Physical Education
  Cooperation. . .129
  Efficiency. . .139
  Ethical Social Qualities. . .158
  Leadership. . .124
  Positive Mental Qualities. . .119
  Positive Physical Qualities. . .139
  Self-Control. . .158
  Sociability. . .129
  Social Action Standards. . .158
  Total. . .158
Immediate Test. . .55
Indiana Physical Fitness Test for Boys and Girls. . .155
Individualized English, Set H
  Diagnostic Test. . .28
  Mastery Test. . .28
Individualized English, Set J
  Diagnostic Test. . .28
  Mastery Test. . .28
Industrial Training Classification Test. . .92
Informal Reading Inventory
  Average Comprehension. . .10
  Oral Comprehension. . .10
  Oral Re-Reading. . .10
  Silent Comprehension. . .10
  Words Per Minute—Oral. . .10
  Words Per Minute—Silent. . .10
Informal Spelling Inventory. . .19
Information Test on Drugs and Drug Abuse. . .45
Information Test on Smoking and Health. . .45
Inter-American Tests. . .see Cooperative Inter-American Tests or Test of Reading, Inter-American Series
Inter-Person Perception Test, Form AC. . .80
Intermediate Battery
  Arithmetical Problems. . .194
  Computation. . .194
  Mental Alertness. . .71
  Reading Comprehension. . .10
  Spelling. . .19
  Spot-the-Error
    Accuracy Score. . .188
    Speed Score. . .188
  Vocabulary. . .55
Inventory of Factors STDCR
  Cycloid Disposition. . .110
  Depression. . .110
  Rathymia. . .117
  Social Introversion—Extraversion. . .121
  Thinking Introversion—Extraversion. . .117

- Inventory of Vocational Interests
  - Academic. . .214
  - Artistic. . .220
  - Business and Economic. . .223
  - Farm Agricultural. . .217
  - Mechanical. . .201
  - Sum of Two Major Scores. . .199
- Inventory-Survey Test for Upper Grades
  - Dictionary Skills. . .19
  - Paragraph Meaning. . .10
  - Sentence Meaning. . .10
  - Total. . .10
  - Word Analysis. . .19
  - Word Meaning. . .55
- Iowa Algebra Aptitude Test. . .94
- Iowa Geometry Aptitude Test. . .97
- Iowa Silent Reading Tests, Level 1
  - Directed Reading. . .17
  - R-E Index. . .10
  - Reading Comprehension. . .10
  - Reading Efficiency. . .10
  - Reading Power. . .55
  - Vocabulary. . .55
- Iowa Silent Reading Tests, Level 2
  - Directed Reading. . .17
  - Reading Comprehension. . .10
  - Reading Efficiency. . .10
  - Reading Power. . .11
  - Vocabulary. . .55
- Iowa Tests of Basic Skills—Level 14
  - Composite. . .5
  - Language Skills
    - Capitalization. . .28
    - Punctuation. . .28
    - Spelling. . .19
    - Total. . .28
    - Usage. . .28
  - Mathematics Skills
    - Mathematics Concepts. . .81
    - Mathematics Problem Solving. . .87
    - Total. . .87
  - Reading Comprehension. . .11
  - Vocabulary. . .56
  - Work-Study Skills
    - Knowledge and Use of Reference Materials. . .17
    - Map Reading. . .175
    - Reading Graphs and Tables. . .175
    - Total. . .175
- Iowa Tests of Educational Development
  - Composite. . .5
  - Language Arts
    - Spelling. . .20
    - Total. . .31
    - Usage. . .31
  - Mathematics. . .81
  - Reading
    - Comprehension. . .11
    - Total. . .11
  - Science Background. . .159
  - Social Studies Background. . .174
  - Use of Sources. . .17
  - Vocabulary. . .56
- Iowa Tests of Music Literacy, Level 1
  - Composite. . .100
  - Rhythmic Concepts
    - Aural Perception. . .104
    - Notational Understanding. . .100
    - Reading Recognition. . .100
    - Total. . .100
  - Tonal Concepts
    - Aural Perception. . .100
    - Notational Understanding. . .100
    - Reading Recognition. . .100
    - Total. . .100
- Iowa Tests of Music Literacy, Level 2
  - Composite. . .100
  - Rhythmic Concepts
    - Aural Perception. . .100
    - Notational Understanding. . .100
    - Reading Recognition. . .100
    - Total. . .100
  - Tonal Concepts
    - Aural Perception. . .100
    - Notational Understanding. . .100
    - Reading Recognition. . .101
    - Total. . .101
- Iowa Tests of Music Literacy, Level 3
  - Composite. . .101
  - Rhythmic Concepts
    - Aural Perception. . .101
    - Notational Understanding. . .101
    - Reading Recognition. . .101
    - Total. . .101
  - Tonal Concepts
    - Aural Perception. . .101

        - Notational Understanding. . .101
        - Reading Recognition. . .101
        - Total. . .101
- Iowa Tests of Music Literacy, Level 4
    - Composite. . .101
    - Rhythmic Concepts
        - Aural Perception. . .101
        - Notational Understanding. . .101
        - Reading Recognition. . .101
        - Total. . .101
    - Tonal Concepts
        - Aural Perception. . .101
        - Notational Understanding. . .101
        - Reading Recognition. . .102
        - Total. . .102
- Iowa Tests of Music Literacy, Level 5
    - Composite. . .102
    - Rhythmic Concepts
        - Aural Perception. . .102
        - Notational Understanding. . .102
        - Reading Recognition. . .102
        - Total. . .102
    - Tonal Concepts
        - Aural Perception. . .102
        - Notational Understanding. . .102
        - Reading Recognition. . .102
        - Total. . .102
- Iowa Tests of Music Literacy, Level 6
    - Composite. . .102
    - Rhythmic Concepts
        - Aural Perception. . .102
        - Notational Understanding. . .102
        - Reading Recognition. . .102
        - Total. . .102
    - Tonal Concepts
        - Aural Perception. . .102
        - Notational Understanding. . .102
        - Reading Recognition. . .103
        - Total. . .103
- IPAT 8-Form Battery
    - Average Item Score. . .110
    - Sum of Subtest Scores. . .110
    - Total Anxiety Scale. . .110
- ITBS. . .see Iowa Tests of Basic Skills
- ITED. . .see Iowa Tests of Educational Development
- Ivanhoe. . .35
- Jastak Test
    - Arithmetic. . .87
    - Capacity. . .71
    - Coding. . .188
    - Intelligence. . .71
    - Language Factor. . .71
    - Motivation Factor. . .87
    - Number Series. . .71
    - Picture Reasoning. . .71
    - Psychomotor Factor. . .186
    - Reality Factor. . .71
    - Social Concept. . .71
    - Space Completion. . .192
    - Space Series. . .71
    - Spelling. . .20
    - Verbal Reasoning. . .56
    - Vocabulary. . .56
- Jenkins Intermediate Non-Verbal Test. . .71
- Jesness Behavior Checklist
    - Observer
        - Anger Control vs. Hypersensitivity. . .110
        - Calmness vs. Anxiousness. . .110
        - Conformity vs. Non-Conformity. . .124
        - Considerateness vs. Inconsiderateness. . .149
        - Effective Communication vs. Inarticulateness. . .124
        - Enthusiasm vs. Depression. . .110
        - Friendliness vs. Hostility. . .124
        - Independence vs. Dependence. . .124
        - Insight vs. Unawareness and Indecisiveness. . .115
        - Rapport vs. Alienation. . .129
        - Responsibility vs. Irresponsibility. . .139
        - Sociability vs. Poor Peer Relations. . .147
        - Social Control vs. Attention-Seeking. . .149
        - Unobtrusiveness vs. Obtrusiveness. . .149
    - Self-Appraisal
        - Anger Control vs. Hypersensitivity. . .110
        - Calmness vs. Anxiousness. . .110
        - Conformity vs. Non-Conformity. . .124
        - Considerateness vs. Inconsiderateness. . .149
        - Effective Communication vs. Inarticulateness. . .124
        - Enthusiasm vs. Depression. . .110
        - Friendliness vs. Hostility. . .124
        - Independence vs. Dependence. . .124
        - Insight vs. Unawareness and Indecisiveness. . .115
        - Rapport vs. Alienation. . .129
        - Responsibility vs. Irresponsibility. . .139
        - Sociability vs. Poor Peer Relations. . .147

- Social Control vs. Attention-Seeking. . .147
- Unobtrusiveness vs. Obtrusiveness. . .149

Jesness Inventory
- Alienation. . .129
- Autism. . .135
- Denial. . .129
- Immaturity. . .119
- Manifest Aggression. . .131
- Repression. . .135
- Social Anxiety. . .147
- Social Maladjustment. . .106
- Value Orientation. . .106
- Withdrawal. . .110

Jewish History Achievement Test. . .170
JIM Scale Student Questionnaire. . .119
Journalism Test. . .178
Julius Caesar. . .35
Junior Eysenck Personality Inventory
- Extraversion. . .147
- Lie Scale. . .119
- Neuroticism. . .111

Junior High School Mathematics Test
- Concepts. . .97
- Problem Analysis. . .81
- Problems. . .95
- Total. . .97

Junior Math Reasoning Test. . .87
Junior Scholastic Aptitude Test
- Numerical. . .71
- Verbal. . .56

Junior-Senior High School Personality Questionnaire
- Affected by Feelings vs. Emotionally Stable. . .111
- Disregards Rules vs. Conscientious. . .115
- Less Intelligent vs. More Intelligent. . .71
- Obedient vs. Assertive. . .139
- Relaxed vs. Tense. . .111
- Reserved vs. Warmhearted. . .129
- Self-Assured vs. Apprehensive. . .135
- Shy vs. Adventurous. . .125
- Sober vs. Enthusiastic. . .120
- Sociably Group-Dependent vs. Self-Sufficient. . .129
- Tough-minded vs. Tender-minded. . .120
- Uncontrolled vs. Controlled. . .115
- Undemonstrative vs. Excitable. . .125
- Zestful vs. Circumspect Individualism. . .129

K D Proneness Check List. . .135
K D Proneness Scale. . .135
Kahn Intelligence Tests: Experimental Form
- Blind. . .64
- Concept Formation. . .71
- Main Scale. . .71
- Motor Coordination. . .231
- Recall. . .64
- Sign Language. . .231

Kahn Test of Symbol Arrangement. . .66
Kansas Mathematics Test (Revised)
- Algebra. . .95
- Arithmetic. . .88

Kasanin-Hanfmann Concept Formation Test. . .71
Kent-Rosanoff Free Association Test. . .111
Kepner Mid-Year Algebra Achievement Tests. . .93
Knauber Art Ability Test. . .1
Knuth Achievement Tests in Music: Recognition of Rhythm and Melody, Division 3. . .103
Kuder General Interest Survey
- Artistic. . .220
- Clerical. . .223
- Computational. . .223
- Literarv. . .220
- Mechanical. . .201
- Musical. . .220
- Outdoor. . .217
- Persuasive. . .207
- Scientific. . .214
- Social Service. . .207

Kuder Preference Record—Personal
- Preference for Avoiding Conflict. . .197
- Preference for Being Active in Groups. . .197
- Preference for Directing or Influencing Others. . .196
- Preference for Familiar and Stable Situations. . .196
- Preference for Working with Ideas. . .214

Kuder Preference Record—Vocational
- Artistic. . .220
- Clerical. . .223
- Computational. . .223
- Literary. . .220
- Mechanical. . .201
- Musical. . .220
- Outdoor. . .217
- Persuasive. . .208
- Scientific. . .214
- Social Service. . .208

- Kuhlmann-Anderson Test—Booklet G
  - Quantitative Score. . .88
  - Total Score. . .71
  - Verbal Score. . .62
- Kuhlmann-Anderson Test—Booklet H
  - Quantitative Score. . .88
  - Total Score. . .72
  - Verbal Score. . .62
- Kuhlmann-Finch Tests
  - Junior High School Test. . .72
  - Senior High School Test. . .72
- Kwalwasser Test of Music Information and Appreciation. . .105
- Kwalwasser-Dykema Music Tests
  - Intensity Discrimination. . .225
  - Melodic Taste. . .104
  - Pitch Discrimination. . .225
  - Pitch Imagery. . .103
  - Quality Discrimination. . .225
  - Rhythm Discrimination. . .225
  - Rhythm Imagery. . .103
  - Time Discrimination. . .226
  - Tonal Memory. . .226
  - Tonal Movement. . .104
  - Total Score. . .226
- Kwalwasser-Ruch Test of Musical Accomplishment. . .103

- Language Facility Test. . .62
- Lankton First Year Algebra Test. . .96
- Leadership Ability Evaluation
  - Autocratic—Aggressive. . .125
  - Autocratic—Submissive. . .125
  - Democratic—Cooperative. . .125
  - Laissez-Faire. . .125
  - Total. . .125
- Leadership Q-Sort Test
  - Consideration for Others. . .197
  - Decision Making. . .197
  - Mental Health. . .198
  - Personal Integrity. . .198
  - Teaching and Communication. . .198
  - Technical Information. . .198
  - Total Score. . .198
- Leblanc Music Talent Quiz. . .226
- Lee Test of Algebraic Ability. . .72
- Leiter International Performance Scale. . .192
- Library Skills. . .17
- Library Test
  - Library Sources and Skills Test. . .17
  - Library Sources and Uses of Information. . .17
  - Library Survey Test. . .17
- Life Adjustment Inventory
  - Boy—Girl Relationships. . .46
  - Communication and Listening Skills. . .22
  - Consumer Education. . .47
  - Development of Appreciation for and Creativity in the Arts. . .2
  - Education for Family Living. . .46
  - Education for Physical and Mental Health. . .152
  - Education for Wise Use of Leisure Time. . .44
  - Functional Citizenship. . .170
  - General Feeling of Adjustment to the Curriculum. . .142
  - General Social Skills and Etiquette. . .149
  - Orientation to Science. . .214
  - Reading and Study Skills. . .142
  - Religion, Morals, and Ethics. . .150
  - Vocational Orientation and Preparation. . .198
- Lincoln Diagnostic Spelling Test—Advanced. . .20
- Lindamood Auditory Conceptualization Test
  - Isolated Sounds in Sequence. . .226
  - Sounds within Syllable Pattern. . .226
  - Total. . .226
- Logical Reasoning
  - Part I. . .66
  - Part II. . .66
  - Total. . .66
- Lorge-Thorndike Intelligence Tests: Level F
  - Non-Verbal. . .72
  - Verbal. . .72

- Macbeth. . .35
- MacQuarrie Test for Mechanical Ability
  - Blocks. . .192
  - Combined Score. . .230
  - Copying. . .230
  - Dotting. . .230
  - Location. . .228
  - Pursuit. . .228
  - Tapping. . .230
  - Tracing. . .230
- Maintaining Reading Efficiency
  - History of Brazil
    - Comprehension Accuracy. . .11
    - Rate of Reading. . .11
    - Reading Efficiency. . .11

- History of India
    - Comprehension Accuracy. . .11
    - Rate of Reading. . .11
    - Reading Efficiency. . .11
- History of Japan
    - Comprehension Accuracy. . .11
    - Rate of Reading. . .11
    - Reading Efficiency. . .11
- History of New Zealand
    - Comprehension Accuracy. . .11
    - Rate of Reading. . .11
    - Reading Efficiency. . .11
- History of Switzerland
    - Comprehension Accuracy. . .11
    - Rate of Reading. . .11
    - Reading Efficiency. . .12
- Making Objects. . .77
- Manchester Scales of Social Adaptation
    - Freedom of Movement. . .120
    - Handling of Money. . .125
    - Overall Total. . .56
    - Responsibility in Home. . .115
    - Self-Direction (Total). . .125
    - Self-Help. . .125
    - Social Perspective (Aesthetic). . .1
    - Social Perspective (Current Affairs). . .175
    - Social Perspective (General). . .56
    - Social Perspective (Scientific). . .56
    - Social Perspective (Sport). . .158
    - Social Perspective (Total). . .56
    - Socialization of Play/Leisure. . .147
- Manipulative Aptitude Test
    - Left Hand. . .231
    - Right Hand. . .231
    - Total Manipulative Aptitude. . .231
- Match Problems. . .76
- Match Problems V. . .77
- Mathematical Achievement Test. . .93
- Mathematical and Technical Test
    - Calculations. . .88
    - Completing Pictures. . .56
    - Completing the Series. . .72
    - Continuing Patterns. . .228
    - Copying Models. . .228
    - Figure Series. . .72
    - Filling Up Gaps. . .192
    - Geometrical Figures. . .66
    - Remembering Drawings. . .64
    - Technical Insight. . .192
    - Total Test. . .65
- Maudsley Personality Inventory
    - Extraversion. . .125
    - Neuroticism. . .111
- McCall-Crabbs Standard Test Lessons in Reading, Book E. . .12
- McGrath Test of Reading Skills
    - Oral Paragraph Reading. . .22
    - Word Meanings. . .56
    - Word Recognition Test. . .22
- McGuire Safe Driver Scale. . .106
- Measurement of Skills
    - Basic Screen Test—Vision. . .228
    - Skill in Orientation. . .192
    - Skill in Thinking. . .66
    - Skill in Typing
        - Number of Errors. . .178
        - Number of Words Typed. . .178
    - Skill with Fingers. . .231
    - Skill with Memory. . .65
    - Skill with Numbers. . .194
    - Skill with Shape. . .192
    - Skill with Vocabulary. . .56
    - Skill with Words. . .77
    - Speed and Accuracy. . .189
    - Total Test. . .186
- Measures of Musical Abilities
    - Chords. . .226
    - Full Test Battery. . .226
    - Pitch. . .226
    - Rhythm. . .226
    - Tunes. . .226
- Measures of Self Concept—Choose a Job Inventory. . .139
- Measures of Self Concept—Parental Approval Index. . .147
- Measures of Self Concept—Self Appraisal Inventory
    - Family. . .135
    - General. . .135
    - Peer. . .129
    - Scholastic. . .142
    - Total Test. . .135
- Measures of Self Concept—What Would You Do?. . .135
- Mechanical Aptitude Tests
    - Non-Verbal Test, Use of Tools and Materials. . .183
    - Total Test. . .183
    - Verbal Tests
        - Comprehension of Mechanical Tasks. . .183

        Matching Tools and Operations. . .183
        Use of Tools and Materials. . .183
Mechanical Comprehension Test—Form BB. . .166
Mechanical Familiarity Test. . .183
Mechanical Knowledge Test. . .183
Mechanical Movements. . .192
Meier Art Tests
    Aesthetic Perception. . .3
    Art Judgment. . .3
Mellenbruck Mechanical Motivation Test. . .183
Memory for Events. . .65
Memory for Meanings. . .65
Memory-for-Designs. . .64
Mental Alertness Normal Battery. . .66
Mental Alertness Test, Form A/1/2. . .56
Merchant of Venice. . .see The Merchant of Venice
Metropolitan Achievement Tests, Advanced
    Language. . .24
    Mathematics Computation. . .88
    Mathematics Concepts. . .91
    Mathematics Problem Solving. . .88
    Reading. . .12
    Science. . .164
    Spelling. . .20
    Social Studies. . .175
    Total Mathematics. . .88
    Total Reading. . .56
    Word Knowledge. . .56
Michigan Picture Test
    Combined Maladjustment Index. . .111
    Direction of Forces. . .111
    Interpersonal Relations. . .129
    Personal Pronouns. . .135
    Popular Objects. . .111
    Psychosexual Level. . .111
    Tension Index. . .111
    Verb Tense. . .115
Mid-Year Algebra Test. . .93
Mid-Year Geometry Test. . .96
Middleton Industrial Arts Test. . .48
Midsummer Night's Dream. . .see A Midsummer Night's Dream
Minnesota Checklist for Food Preparation and Serving. . .47
Minnesota Clerical Test
    Names. . .189
    Numbers. . .189
Minnesota Counseling Inventory
    Adjustment to Reality. . .111
    Conformity. . .135
    Emotional Stability. . .111
    Family Relationships. . .147
    Leadership. . .125
    Mood. . .111
    Social Relationships. . .129
Minnesota High School Achievement Examinations
    Biology
        Ecology and Conservation. . .161
        Health. . .161
        Human Physiology. . .161
        Invertebrates. . .160
        Living Things Change. . .160
        The Higher Forms of Animals. . .160
        The Scientific Study of Life. . .160
        The World of Plant Life. . .160
        Total Test. . .159
    Bookkeeping
        Accrued Expenses and Income. . .178
        Adjusting and Closing Entries. . .178
        Bad Debts. . .178
        Banking Services. . .178
        Depreciation. . .178
        General Principles. . .178
        Notes and Interest. . .178
        Partnerships, Corporations, Co-operatives. . .179
        Payrolls and Taxes. . .179
        Problems. . .92
        Problems Relating to Sales and Purchases. . .179
        Special Journals. . .179
        Statements. . .179
        Total Test. . .179
    Chemistry
        Acids, Bases, Neutralization. . .162
        Analysis. . .162
        Atomic Chart. . .162
        Atomic Structure. . .163
        Electrolysis. . .163
        Formulas. . .163
        Gas Laws. . .162
        Hydrogen, Oxygen, Water. . .163
        Ionization. . .163
        Measurement. . .164
        Metals and Metallurgy. . .163
        Nucleonics. . .163
        Organic. . .163
        Oxidation-Reduction. . .163

    - Solutions. . .162
    - Sulphur. . .163
    - Total Test. . .162
- Elementary Algebra
    - Equations and Inequalities. . .96
    - Operations with Polynomials and Rational Expressions. . .95
    - Problem Solving. . .96
    - Properties of the Number Systems. . .95
    - Relations, Functions and Graphs. . .96
    - Total Test. . .93
- Geometry
    - Areas and Volumes. . .97
    - Circles and Spheres. . .97
    - Comparing Quantities. . .97
    - Describing Points in Space. . .97
    - Figures Which Are Exactly Alike. . .98
    - Introductory Ideas and Terms. . .98
    - Parallel Lines and Planes. . .98
    - Polygons and Polyhedrons. . .97
    - Supplementary Areas of Work. . .97
    - Total Test. . .96
- Language Arts Grade 9
    - Composition. . .31
    - Literature. . .35
    - Library. . .17
    - Literature XI. . .32
    - Literature XII. . .32
    - Parts of Speech. . .25
    - Punctuation. . .28
    - Sentence Structure. . .28
    - Sentences. . .28
    - Spelling. . .20
    - Total Test. . .24
    - Usage. . .29
    - Vocabulary. . .56
- Language Arts Grade 10
    - Capitalization and Punctuation. . .29
    - Comprehension of Literature. . .12
    - Effectiveness in Writing. . .31
    - Grammatical Forms and Usage. . .25
    - Literature Information. . .32
    - Spelling. . .20
    - Total Test. . .5
    - Vocabulary. . .56
- Mathematics Grade 9
    - Algebra (Applications). . .95
    - Algebra (Fundamental Operations). . .95
    - Everyday Living. . .38
    - Fundamental Processes. . .88
    - Graphs. . .99
    - Measurements and Formulas. . .92
    - Miscellaneous. . .99
    - Numeration. . .91
    - Rate-Ratio-Proportion. . .88
    - Total Test. . .81
- Physics
    - Electricity and Magnetism. . .167
    - Heat. . .167
    - Measurement. . .166
    - Mechanics. . .166
    - Sound, Light, and Wave Motion. . .167
    - Structure of Matter. . .168
    - Total Test. . .165
- Science Grade 9
    - Basic Concepts of Matter. . .167
    - Chemistry. . .162
    - Electricity. . .167
    - Heat. . .167
    - Machines and Work. . .166
    - Nuclear Science. . .168
    - Pressure. . .167
    - Scientific Method. . .164
    - Space Science. . .166
    - Total Test. . .165
    - Wave Motion. . .167
- Social Studies Grade 9
    - Banking. . .168
    - City Government. . .169
    - County Government. . .169
    - Current Events. . .175
    - General Questions. . .169
    - Knowing Self and School. . .170
    - Occupational and Educational Plans. . .175
    - Pupils' Individual Inventory. . .174
    - Selecting Government Officials. . .169
    - State Government. . .169
    - Total Test. . .169
    - Township Government. . .169
    - Village Government. . .169
- Social Studies Grade 10
    - Arts. . .173
    - Civil War to World War I. . .173
    - Colonial Period Through the Revolution. . .173
    - Famous People. . .173

        Foreign Relations in America. . .173
        Post World War II. . .173
        Revolution to Civil War. . .173
        The Wars. . .173
        Total Test. . .173
        World War I to World War II. . .173
Minnesota Importance Questionnaire
    Ability Utilization. . .140
    Achievement. . .140
    Activity. . .120
    Advancement. . .140
    Authority. . .125
    Co-Workers. . .129
    Company Policies and Practices. . .129
    Compensation. . .140
    Creativity. . .120
    Independence. . .125
    Moral Values. . .150
    Recognition. . .140
    Responsibility. . .125
    Security. . .115
    Social Service. . .131
    Social Status. . .135
    Supervision
        Human Relations. . .130
        Technical. . .130
    TCT Score. . .120
    Variety. . .120
    Working Conditons. . .111
Minnesota Rate of Manipulation Test
    Displacing Test. . .239
    One-Hand Turning and Placing Test. . .230
    Placing Test. . .230
    Turning Test. . .230
    Two-Hand Turning and Placing Test. . .230
Minnesota Rating Scale for Personal Qualities and Abilities. . .106
Minnesota School Affect Assessment. . .143
Minnesota Spatial Relations Test
    All Boards. . .230
    Boards A and B. . .230
    Boards C and D. . .230
Minnesota Vocational Interest Inventory
    Baker. . .225
    Carpenter. . .201
    Carpentry. . .201
    "Clean Hands". . .214
    Electrician. . .202
    Electronics. . .202
    Food Service. . .225
    Food Service Manager. . .225
    Health Service. . .214
    Hospital Attendant. . .208
    Industrial Education Teacher. . .202
    Machinist. . .202
    Mechanical. . .202
    Milk Wagon Driver. . .208
    Office Work. . .223
    Outdoors. . .217
    Painter. . .202
    Plasterer. . .202
    Plumber. . .202
    Pressman. . .202
    Printer. . .202
    Radio-TV Repairman. . .202
    Retail Sales Clerk. . .208
    Sales-Office. . .208
    Sheet Metal Worker. . .202
    Stock Clerk. . .223
    Tabulating Machine Operator. . .214
    Truck Driver. . .202
    Truck Mechanic. . .202
    Warehouseman. . .202
Missing Cartoons. . .62
Missing Pictures. . .62
Mitchell Vocabulary Test. . .56
MLA-Cooperative Foreign Language Tests, Level L: French
    Listening. . .39
    Reading. . .38
    Speaking. . .41
    Writing. . .40
MLA-Cooperative Foreign Language Tests, Level L: German
    Listening. . .39
    Reading. . .38
    Speaking. . .41
    Writing. . .40
MLA-Cooperative Foreign Language Tests, Level L: Italian
    Listening. . .39
    Reading. . .38
    Speaking. . .41
    Writing. . .40
MLA-Cooperative Foreign Language Tests, Level L: Russian
    Listening. . .40
    Reading. . .39

  Speaking. . .41
  Writing. . .40
MLA-Cooperative Foreign Language Tests, Level L: Spanish
  Listening. . .40
  Reading. . .39
  Speaking. . .41
  Writing. . .41
MLA-Cooperative Foreign Language Tests, Level M: French
  Listening. . .40
  Reading. . .39
  Speaking. . .42
  Writing. . .41
MLA-Cooperative Foreign Language Tests, Level M: German
  Listening. . .40
  Reading. . .39
  Speaking. . .42
  Writing. . .41
MLA-Cooperative Foreign Language Tests, Level M: Italian
  Listening. . .40
  Reading. . .39
  Speaking. . .42
  Writing. . .41
MLA-Cooperative Foreign Language Tests, Level M: Russian
  Listening. . .40
  Reading. . .39
  Speaking. . .42
  Writing. . .41
MLA-Cooperative Foreign Language Tests, Level M: Spanish
  Listening. . .40
  Reading. . .39
  Speaking. . .42
  Writing. . .41
Modern Language Aptitude Test
  Short Form. . .37
  Total Test. . .37
Modern Mathematics Supplement to the Iowa Tests of Basic Skills, Mathematics Concepts. . .88
Modern Photography Comprehension Test. . .49
Mooney Problem Check List H
  Adjustment to College (School) Work. . .143
  Courtship, Sex, and Marriage. . .130
  Curriculum and Teaching Procedure. . .143
  Finances, Living Conditions, and Employment. . .136
  Health and Physical Development. . .153
  Home and Family. . .147
  Morals and Religion. . .151
  Personal-Psychological Relations. . .111
  Social and Recoreational Activities. . .120
  Social-Psychological Relations. . .130
  The Future: Vocational and Educational. . .140
  Total Test. . .133
Moore Eye-Hand Coordination Test
  Color Matching. . .230
  Speed of Eye-Hand Coordination. . .230
Multiple Aptitude Tests
  Numerical Reasoning
    Arithmetic Computation. . .88
    Arithmetic Reasoning. . .88
    Total Test. . .88
  Perceptual Speed
    Language Usage. . .29
    Routine Clerical Facility. . .189
    Total Test. . .189
  Scholastic Potential. . .81
  Spatial Visualization
    Applied Science and Mechanics. . .166
    Spatial Relations—2 Dimensions. . .192
    Spatial Relations—3 Dimensions. . .192
    Total Test. . .192
  Verbal Comprehension
    Paragraph Meaning. . .12
    Total Test. . .57
    Word Meaning. . .57
Music Achievement Tests—Test 1
  Interval Discrimination. . .104
  Meter Discrimination. . .104
  Pitch Discrimination. . .226
  Total. . .104
Music Achievement Tests—Test 2
  Auditory-Visual Discrimination
    Subtest A. . .103
    Subtest B. . .103
    Total. . .103
  Feeling for Tonal Center. . .103
  Major-Minor Mode Discrimination. . .103
  Total. . .103
Music Achievement Tests—Test 3
  Instrument Recognition. . .103
  Melody Recognition. . .104
  Pitch Recognition. . .103
  Tonal Memory. . .103
  Total. . .103
Music Achievement Tests—Test 4
  Auditory-Visual Discrimination. . .103

    Cadence Recognition. . .104
    Chord Recognition. . .226
    Musical Style
        Subtest A. . .105
        Subtest B. . .104
        Total. . .99
    Total. . .99
Musical Aptitude Profile
    Composite. . .104
    Musical Sensitivity. . .104
        Balance. . .104
        Phrasing. . .104
        Style. . .104
        Total. . .104
    Rhythm Imagery
        Meter. . .226
        Tempo. . .226
        Total. . .226
    Tonal Imagery
        Harmony. . .104
        Melody. . .104
        Total. . .105
    Total. . .226
Myths of the World Test Series
    Gods and Myths of Northern Europe. . .36
    The Greek Myths. . .36
    The Roman Way. . .36

National Achievement Tests
    Algebra Test for Engineering Science. . .93
    English Test (7-12). . .29
    First Year Algebra Test. . .5
    General Biology Test. . .159
    General Chemistry Test. . .162
    General Physics Test. . .165
    General Science Test. . .159
    High School Reading Test. . .57
    Literature Test. . .35
    Plane Geometry. . .98
    Reading Comprehension Test—Form B. . .12
    Social Studies Test. . .169
    Solid Geometry. . .98
    Spelling (7-9). . .20
    Spelling (10-12). . .20
    Vocabulary Test (7-12). . .57
National Achievement Tests, Advanced Battery
    Competence in Mathematics. . .88
    Competence in Social Studies: Health Education—Science. . .169
    Competence in the Language Arts. . .29
National Business Entrance Tests
    Bookkeeping Test. . .179
    Business Fundamentals and General Information Test. . .20
    General Office Clerical Test. . .179
    Machine Calculation Test. . .92
    Stenographic Test. . .179
    Typewriting Test. . .179
National Educational Development Tests
    Composite. . .57
    Educational Planning Questionnaire. . .140
    English Usage. . .31
    Mathematics Usage. . .81
    Natural Sciences Reading. . .12
    Social Studies Reading. . .12
    Test of Learning Ability. . .57
    Word Usage. . .57
Nelson Biology Test. . .159
Nelson Reading Test
    Paragraph Comprehension. . .12
    Total. . .57
    Vocabulary. . .57
Nelson-Denny Reading Test
    Comprehension. . .12
    Reading Rate. . .12
    Total. . .57
    Vocabulary. . .57
Neuroticism Scale Questionnaire
    Anxiety. . .111
    Depression. . .120
    Submissiveness. . .125
    Tendermindedness. . .120
    Total. . .120
New Junior Maudsley Inventory
    Extraversion. . .125
    Neuroticism. . .111
New South African Group Test, Intermediate
    Non-Verbal. . .72
    Total. . .72
    Verbal. . .72
New South African Group Test, Senior
    Non-Verbal. . .72
    Total. . .72
    Verbal. . .72
New Uses. . .76
NM Attitude Toward Work Test. . .198

NM Career Development Test. . .198
NM Career Oriented Activities Checklist. . .198
NM Career Planning Test. . .198
NM Concepts of Ecology—Level 2. . .161
NM Consumer Mathematics Test. . .92
NM Consumer Rights and Responsibilities Test. . .47
NM Job Application Procedures Test. . .198
NM Knowledge of Occupations Test. . .198
Non-Verbal Test DH. . .62
Normal Battery
    Comprehension. . .12
    Computation. . .88
    Mental Alertness. . .72
    Spelling. . .20
    Vocabulary. . .57
Northumberland Mental Tests. . .72
Nutrition Information Test. . .44

O'Connor Finger Dexterity Test. . .231
O'Rourke Clerical Aptitude Test, Junior Grade
    Clerical Problems. . .189
    Reasoning Test. . .194
O'Rourke Mechanical Aptitude Test—Form A. . .185
Object-Completion Test. . .192
Objective Analytic Anxiety Battery
    Acceptance of Good Aphorisms (Wise Statements). . .120
    Composite Anxiety Score. . .111
    Critical Severity vs. Indulgent Standards (Real Life Judgments). . .132
    Emotionality of Comment (What Is Your Comment?). . .120
    Honesty in Admitting Common Frailties (Do You Sometimes. . .?). . .136
    Modesty in Assuming Skill in Untried Performance (Survey of Experience and Skills). . .136
    Number of Friends Recalled (Friends). . .130
    Susceptibility to Annoyance (Common Annoyances). . .112
    Susceptibility to Embarrassment (Embarrassing Circumstances). . .112
Occupational Examination
    Account Clerk. . .179
    Attendant. . .183
    Auto Mechanic. . .183
    Auto Servicemen. . .183
    Beginning Office Worker. . .179
    Bookkeeper. . .179
    Business Aptitude. . .176
    Buyer (Purchasing Agent). . .176
    Carpenter. . .183
    Cashier. . .179
    Claim Examiner. . .176
    Cleaner. . .184
    Clerk. . .179
    Clerk-Stenographer. . .179
    Clerk-Typist. . .179
    Dental Secretary. . .177
    Drafting Aide. . .184
    Electrical Inspector. . .184
    Electrician. . .184
    Electrician's Helper. . .184
    Elevator Operator. . .184
    Engineering Aide. . .182
    Engineering Technician. . .182
    File Clerk. . .179
    Freight Checker. . .189
    Gardener. . .184
    Home Economist. . .177
    Housekeeper. . .177
    Housing Caretaker. . .184
    Housing Inspector. . .184
    Laboratory Aide. . .182
    Laboratory Assistant. . .177
    Laborer. . .184
    Laundry Worker. . .177
    Machinist. . .184
    Mail Clerk. . .180
    Maintenance Man. . .184
    Mathematical Abilities. . .88
    Mathematics (General Level). . .88
    Mathematics (Lower Level). . .89
    Mathematics (Senior Level). . .89
    Medical Secretary. . .177
    Messenger. . .180
    Motor Vehicle Operator. . .3
    Nurse's Aide. . .177
    Nursing Aptitude. . .177
    Office Assistant. . .180
    Painter. . .184
    Personnel Assistant. . .180
    Photographer. . .184
    Plumber. . .184
    Porter. . .184
    Pre-Engineering Aptitude. . .184
    Principal Clerk. . .180
    Principal File Clerk. . .180

  Principal Stenographer. . .180
  Principal Typist. . .180
  Public Health Assistant. . .177
  Railroad Clerk. . .176
  Reading Comprehension (General Level). . .12
  Reading Comprehension (Lower Level. . .12
  Reading Comprehension (Senior Level). . .12
  Roofer. . .185
  Salesman. . .176
  Sanitation Man. . .185
  School Crossing Guard. . .185
  Secretary. . .180
  Senior Clerk. . .180
  Senior File Clerk. . .180
  Senior Stenographer. . .180
  Senior Typist. . .180
  Service Station Attendant. . .185
  Shop Clerk. . .185
  Spatial Relations. . .192
  Spelling (General Level). . .20
  Spelling (Lower Level). . .20
  Spelling (Senior Level). . .20
  Steam Fitter. . .185
  Stenographer. . .180
  Stenographer-Typist. . .180
  Stockman. . .185
  Storekeeper. . .185
  Supervising Clerk. . .180
  Supervising Stenographer. . .180
  Supervising Typist. . .180
  Supervision Test. . .181
  Swimming Instructor. . .157
  Telephone Operator. . .181
  Truck Driver. . .176
  Typist. . .181
  Verbal Abilities. . .57
  Verbal and Clerical Abilities. . .189
  Vocabulary (General Level). . .57
  Vocabulary (Lower Level). . .57
  Vocabulary (Senior Level). . .57
  Warehouseman. . .185
  Watchman. . .185
Occupational Interest Inventory: Advanced
  Business. . .224
  Computational. . .224
  Level of Interests. . .140
  Manipulative. . .202
  Mechanical. . .202
  Natural. . .217
  Personal-Social. . .208
  The Arts. . .220
  The Sciences. . .214
  Verbal. . .208
Occupational Interest Inventory: Intermediate
  Business. . .224
  Computation. . .224
  Level of Interests. . .140
  Manipulative. . .202
  Mechanical. . .203
  Natural. . .217
  Personal-Social. . .208
  The Arts. . .220
  The Sciences. . .214
  Verbal. . .208
Office Arithmetic Test. . .194
Office Skills Achievement Test
  Arithmetic. . .194
  Business Letter. . .29
  Checking. . .189
  Filing. . .189
  Grammar. . .29
  Total. . .189
  Written Directions. . .190
Ohio Vocational Interest Survey
  Agriculture. . .217
  Applied Technology. . .214
  Appraisal. . .214
  Artistic. . .220
  Caring for People or Animals. . .208
  Clerical Work. . .224
  Crafts and Precise Operations. . .203
  Customer Services. . .208
  Entertainment and Performing Arts. . .221
  Inspecting and Testing. . .203
  Literary. . .221
  Machine Work. . .203
  Management and Supervision. . .208
  Manual Work. . .203
  Medical. . .214
  Music. . .221
  Numerical. . .224
  Nursing and Related Technical Services. . .208
  Personal Services. . .208
  Promotion and Communication. . .208

  Sales Representative. . .208
  Skilled Personal Services. . .208
  Teaching, Counseling, and Social Work. . .209
  Training. . .209
Oliphant Auditory Synthesizing Test. . .227
Orleans-Hanna Algebra Prognosis Test. . .95
Oseretsky Tests of Motor Proficiency
  Dynamic Manual. . .155
  General Dynamic. . .155
  General Static. . .155
  Motor Level. . .155
  Simulated Movement. . .155
  Speed. . .155
  Synkinesia. . .155
Otis and Laurent Test of Shorthand Skills
  Accuracy. . .181
  Time for Transliteration. . .181
Otis Self-Administering Tests of Mental Ability
  Higher Examination. . .57
  Intermediate Examination. . .57
Otis-Lennon Mental Ability Test: Advanced Level. . .72
Otis-Lennon Mental Ability Test: Intermediate Level. . .72

Pacific Design Construction Test. . .192
Pair Attraction Inventory
  Bitch—Nice Guy. . .147
  Daddy—Doll. . .147
  Doves. . .147
  Hawks. . .147
  Master—Servant. . .147
  Mother—Son. . .147
  Person—Person. . .147
Patterson Test of Study Exercise on the Constitution of the United States. . .169
Peabody Individual Achievement Test
  General Information. . .58
  Mathematics. . .89
  Reading Comprehension. . .12
  Reading Recognition. . .22
  Spelling. . .20
  Total. . .5
Peabody Picture Vocabulary Test. . .58
Pennsylvania Bi-Manual Work Sample
  Assembly. . .232
  Disassembly. . .232
  Total. . .232
Perceptual Maze Test
  Individual Version VC 1. . .193
Perceptual Speed (Identical Forms). . .228
Personal Audit—Form LL
  Contentment—Worry. . .115
  Firmness—Indecision. . .125
  Frankness—Evasion. . .130
  Persistence—Fluctuation. . .120
  Seriousness—Impulsiveness. . .209
  Stability—Instability. . .112
  Steadiness—Emotionality. . .112
  Tolerance—Intolerance. . .132
  Tranquility—Irritability. . .112
Personal Orientation Inventory
  Acceptance of Aggression. . .126
  Capacity for Intimate Contact. . .130
  Existentiality. . .126
  Feeling Reactivity. . .116
  Inner Directed. . .126
  Nature of Man. . .116
  Self-Acceptance. . .136
  Self-Actualizing Value. . .116
  Self-Regard. . .136
  Spontaneity. . .126
  Synergy. . .116
  Time Competence. . .116
Personal Values Abstract
  Femininity. . .132
  Modernity. . .120
  Socialization. . .116
Personality Inventory
  Dominance—Submission. . .126
  Introversion—Extroversion. . .112
  Neurotic Tendency. . .112
  Self-Confidence. . .136
  Self-Sufficiency. . .130
  Sociability. . .130
Personality Rating Scale
  Boisterous—Quietness. . .126
  Cooperation. . .132
  Courtesy. . .149
  Dependability. . .116
  Disposition. . .112
  Entertaining. . .147
  Generosity. . .132
  Good Sport. . .158
  Honesty. . .149

  Intelligence. . .120
  Interests. . .140
  Neatness. . .116
  Nervousness—Calmness. . .112
  Patience. . .132
  Pep. . .120
  Persistence. . .140
  Popularity. . .147
  Punctuality. . .116
  Religiousness. . .152
  Sense of Humor. . .148
  Sociability. . .130
  Thoughtfulness. . .132
Personnel Classification Test
  Numerical. . .89
  Total. . .58
  Verbal. . .58
Personnel Tests for Industry
  Numerical Test. . .93
  Verbal Test. . .58
Pertinent Questions. . .76
Peters Biblical Knowledge Test
  New Testament. . .151
  Old Testament. . .151
  Total. . .151
Phillips Occupational Preference Scale—Form F
  Artistic. . .221
  Clerical. . .224
  Computational. . .224
  Literary. . .221
  Medical. . .209
  Outdoor. . .217
  Persuasive. . .209
  Practical. . .225
  Scientific. . .214
  Social Service. . .209
Phillips Occupational Preference Scale—Form M
  Artistic. . .221
  Clerical. . .224
  Computational. . .224
  Literary. . .221
  Mechanical. . .203
  Outdoor. . .217
  Persuasive. . .209
  Practical. . .203
  Scientific. . .214
  Social Service. . .209
Pictographic Self Rating Scale. . .143
Pictorial Completion List II. . .62
Pictorial Study
  Aesthetic. . .221
  Economic. . .209
  Genlike. . .120
  Political. . .209
  Religious. . .151
  Social. . .209
  Theoretical. . .215
Picture Exchange. . .80
Picture Interest Inventory
  Business. . .224
  Computational. . .215
  Esthetic. . .221
  Interpersonal Service. . .209
  Mechanical. . .203
  Natural. . .218
  Scientific. . .215
  Time Perspective. . .140
  Verbal. . .215
Piers-Harris Children's Self Concept Scale
  Anxiety. . .112
  Behavior. . .148
  Happiness and Satisfaction. . .136
  Intellectual and School Status. . .136
  Physical Appearance and Attributes. . .136
  Popularity. . .148
Pimsleur French Proficiency Tests—First Level
  Listening Comprehension. . .40
  Reading Comprehension. . .39
  Speaking Proficiency. . .42
  Writing Proficiency. . .41
Pimsleur French Proficiency Tests—Second Level
  Listening Comprehension. . .40
  Reading Comprehension. . .39
  Speaking Proficiency. . .42
  Writing Proficiency. . .41
Pimsleur German Proficiency Tests—First Level
  Listening Comprehension. . .40
  Reading Comprehension. . .39
  Speaking Proficiency. . .42
  Writing Proficiency. . .41
Pimsleur German Proficiency Tests—Second Level
  Listening Comprehension. . .40
  Reading Comprehension. . .39
  Speaking Proficiency. . .41

  - Writing Proficiency. . .41
- Pimsleur Language Aptitude Battery
  - Auditory. . .227
  - Grades in Major Subjects. . .143
  - Interest. . .42
  - Language Analysis. . .66
  - Sound Discrimination. . .227
  - Sound-Symbol Association. . .227
  - Total. . .227
  - Verbal. . .58
  - Vocabulary. . .58
- Pimsleur Spanish Proficiency Tests—First Level
  - Listening Comprehension. . .40
  - Reading Comprehension. . .39
  - Speaking Proficiency. . .42
  - Writing Proficiency. . .41
- Pimsleur Spanish Proficiency Tests—Second Level
  - Listening Comprehension. . .40
  - Reading Comprehension. . .39
  - Speaking Proficiency. . .42
  - Writing Proficiency. . .41
- Placement Tests
  - Mechanical Aptitude. . .166
  - Modern Mathematics. . .81
  - Science. . .164
- Plot Titles
  - Ideational Fluency. . .77
  - Originality. . .76
- PMA. . *see* Primary Mental Abilities
- Poetry Test: Junior High School. . .32
- Poetry Test: Senior High School. . .32
- POI. . *see* Personality Orientation Inventory
- Point Scale of Performance Tests—Revised Form II
  - Arthur Stencil Design Test I. . .193
  - Full Scale. . .193
  - Healy Picture Completion Test II. . .62
  - Knox Cube Test (Arthur Revision). . .64
  - Porteus Maze Test (Arthur Revision). . .193
  - Seguin Form Board Test (Arthur Revision). . .230
- Porteus Tests—Vineland Revision. . .193
- Possible Jobs. . .77
- Power of Influence Test. . .148
- Practical Dexterity Board. . .232
- Practical Quiz on California Vehicle Code. . .3
- Pressey Senior Classification Test. . .58
- Pressey Senior Verifying Test. . .58
- Primary Business Interests Test
  - Accounting. . .224
  - Collections and Adjustments. . .209
  - Sales—Office. . .224
  - Sales—Store. . .203
  - Stenographic—Filing. . .224
- Primary Mechanical Ability Tests
  - Bolts. . .193
  - Crosses. . .228
  - General Mechanical Ability. . .193
  - Missing Lines. . .193
  - Tools. . .185
- Primary Mental Abilities for Grades 6–9
  - Number Facility. . .89
  - Reasoning. . .73
  - Spatial Relations. . .193
  - Total Score. . .73
  - Verbal Meaning. . .58
- Primary Mental Abilities for Grades 9–12
  - Number Facility. . .89
  - Reasoning. . .73
  - Spatial Relations. . .193
  - Total Score. . .73
  - Verbal Meaning. . .58
- Principles of Democracy Test. . .170
- Problem Check List. . *see also* Mooney Problem Check List H
- Problem Check List—Rural Youth Form
  - Citizenship. . .170
  - Courtship, Sex, and Marriage. . .45
  - Education. . .143
  - Health and Physical. . .44
  - Home and Family. . .148
  - Morals and Religion. . .151
  - Personal Temperament. . .112
  - Relations with People. . .130
  - Social and Recreational. . .148
  - Vocation and Economic. . .140
- Processes of Science Test. . .164
- Prognostic Test of Mechanical Abilities
  - Arithmetic Computation. . .89
  - Checking Measurements. . .193
  - Identification and Use of Tools. . .185
  - Reading Simple Drawings and Blueprints. . .48
  - Spatial Relationships. . .193
  - Total. . .185

- Progressive Achievement Tests
  - Listening Comprehension
    - Part 7. . .23
    - Part 8. . .23
  - Reading Comprehension Part 8. . .12
  - Reading Vocabulary Part 8. . .58
- Proverbs Test—Best Answer Form. . .62
- Proverbs Test—Form I. . .62
- Pupil Behavior Inventory
  - Academic Motivation and Performance. . .140
  - Classroom Conduct. . .149
  - Personal Behavior. . .149
  - Socio-Emotional State. . .112
  - Teacher Dependence. . .126
- Purdue Blueprint Reading Test. . .48
- Purdue Clerical Adaptability Test
  - Checking. . .189
  - Computation. . .194
  - Copying. . .189
  - Reasoning (Arithmetical). . .194
  - Spelling. . .20
  - Word Meaning. . .58
- Purdue High School English Test
  - Effective Expression. . .31
  - Grammar. . .29
  - Punctuation. . .29
  - Spelling. . .20
  - Total. . .29
  - Vocabulary. . .58
- Purdue Industrial Mathematics Test. . .93
- Purdue Interview Aids
  - Can You Read a Micrometer?. . .185
  - Can You Read a Scale?. . .185
  - Can You Read a Working Drawing?. . .185
- Purdue Mechanical Adaptability Test. . .185
- Purdue Non-Language Personnel Test. . .73
- Purdue Pegboard
  - Assembly. . .232
  - Both Hands. . .232
  - Left Hand. . .232
  - Right Hand. . .232
  - R+L+B. . .232
- Purdue Trade Information Test for Sheetmetal Workers. . .186
- Purdue Trade Information Test in Carpentry. . .186
- Purdue Trade Information Test in Engine Lathe Operation. . .186
- Purdue Trade Information Test in Welding. . .186
- Purpose in Life Test, Part A. . .140
- Questionnaire on Interracial and Social Attitudes for Black Secondary Students. . .174
- Quick Test. . .58
- Q-Tags Test of Personality—Form i
  - Affective. . .112
  - Assertive. . .140
  - Effective. . .126
  - Hostility. . .132
  - Reverie. . .116
  - Social. . .130
- Q-Tags Test of Personality—Form w
  - Affective. . .112
  - Assertive. . .140
  - Effective. . .126
  - Hostility. . .132
  - Reverie. . .116
  - Social. . .130

- Rasmussen Trigonometry Test. . .98
- Rating Scale for Pupil Adjustment
  - Aggressive Behavior. . .126
  - Inhibitory Control. . .126
  - Introversive—Extroversive. . .130
  - Motor Control. . .155
  - School Achievement. . .140
  - Tendency Toward Depression. . .122
  - Total Emotional Adjustment. . .112
- Raven Progressive Matrices. . .see Advanced Progressive Matrices
- Read General Science Test. . .164
- Reader's Inventory. . .12
- Reading Comprehension Test. . .13
- Reading Comprehension Test DE. . .13
- Reading Versatility Test—Intermediate
  - 1a. Rate of Reading. . .13
  - 1b. Comprehension. . .13
  - 2a. Rate of Reading. . .13
  - 2b. Comprehension. . .13
  - 3a. Rate of Skimming. . .13
  - 3b. Comprehension. . .13
  - 4a. Rate of Scanning. . .13
  - 4b. Comprehension. . .13
- Reicherter-Sanders Typewriting I Test. . .181
- Reicherter-Sanders Typewriting II Test. . .181
- Religious Attitudes Inventory. . .152
- Remote Associates Test. . .76
- Responding: Ginn Interrelated Sequences in Literature Diagnostic Tests of Specific Skills. . .9

    - Completing a Poem. . .13
    - Perceiving Character Traits. . .13
    - Perceiving Tone and Mood. . .36
    - Recognizing Puns. . .13
    - Recognizing Systematic Organization. . .62
    - Recognizing the Appropriate Word. . .13
    - Understanding Comparisons. . .36
  - Diagnostic Tests of Specific Skills. . .10
    - Completing a Poem. . .13
    - Perceiving Character Traits. . .13
    - Perceiving Tone and Mood. . .36
    - Recognizing Puns. . .13
    - Recognizing Systematic Organization. . .63
    - Recognizing the Appropriate Word. . .13
    - Understanding Comparisons. . .36
  - Growth Test 9. . .14
  - Growth Test 10. . .14
  - Pretest 9. . .14
  - Pretest 10. . .14
- Revised Minnesota Paper Form Board Test. . .193
- Rhode Sentence Completion. . .133
- Road Test Check List. . .4
- Rothwell-Miller Interest Blank
  - Aesthetic. . .221
  - Clerical. . .224
  - Computational. . .224
  - Literary. . .209
  - Mechanical. . .203
  - Medical. . .209
  - Musical. . .221
  - Outdoor. . .218
  - Persuasive. . .209
  - Practical. . .203
  - Scientific. . .215
  - Social Service. . .209
- Rotter Incomplete Sentences Blank. . .106
- Russell-Sanders Bookkeeping Test. . .181

- Safran Student's Interest Inventory
  - Artistic. . .221
  - Economic. . .224
  - Humane. . .209
  - Outdoor. . .218
  - Scientific. . .215
  - Service. . .210
  - Technical. . .203
- Sanders-Buller World History Test. . .170
- Sanders-Fletcher Vocabulary Test
  - Test I. . .58
  - Test II. . .58
- Sanders-Schrader General Mathematics Test. . .89
- Sare-Sanders American Government Test. . .170
- Sare-Sanders Constitution Test. . .170
- Sare-Sanders Sociology Test. . .174
- SAT. . .see Stanford Achievement Test
- Scarlet Letter. . .See The Scarlet Letter
- SCAT. . .see School and College Ability Tests
- Schonell Diagnostic English Tests
  - Capital Letters and Punctuation. . .29
  - Composition. . .32
  - English Usage. . .63
  - Sentence Structure. . .31
  - Vocabulary. . .58
- Schonell Reading Tests
  - Graded Word Reading Test. . .22
  - Graded Word Spelling Test A. . .20
  - Silent Reading Test A. . .14
  - Silent Reading Test B. . .14
- School and College Ability Tests—Series II, Level 2
  - Mathematics. . .89
  - Total. . .73
  - Verbal. . .73
- School and College Ability Tests—Series II, Level 3
  - Mathematics. . .89
  - Total. . .73
  - Verbal. . .73
- School Interest Inventory. . .143
- School Inventory. . .143
- School Morale Scale
  - Administration, Regulations, Staff. . .143
  - Community Support and Parental Involvement. . .143
  - General Feelings about School. . .143
  - Instruction and Instructional Materials. . .143
  - Other Students. . .143
  - School Plant. . .143
  - Teacher-Student Relationships. . .143
  - Total. . .143
- School Motivation Analysis Test
  - Assertiveness. . .141
  - Fear Escape. . .112
  - Mating. . .148
  - Narcism. . .136
  - Protectiveness. . .132
  - Pugnacity-Sadism. . .112

  Self-Sentiment. . .136
  Sentiment to Home. . .148
  Sentiment to School. . .143
  Superego. . .130
Schrammel General Ability Test. . .59
Schrammel-Gray High School and College Reading Test
  Comprehension-Efficiency. . .14
  Gross Comprehension. . .14
  Reading Rate. . .14
Schubert General Ability Battery
  Arithmetic Problems. . .89
  Logical Answers. . .66
  Relations. . .73
  Total. . .59
  Word Meaning. . .59
Science Vocabulary Inventory. . .59
Scientific Knowledge and Aptitude Test. . .166
Seashore Measures of Musical Talents
  Loudness. . .227
  Pitch. . .227
  Rhythm. . .227
  Timbre. . .227
  Time. . .227
  Tonal Memory. . .227
Second Year French Test. . .38
Second Year Spanish Test. . .38
Secondary Mathematics Tests, Series B (1-7)
  Algebra
    Applied. . .96
    Manipulative. . .95
    Mechanical. . .89
    Problems. . .89
  Geometry. . .98
  Mathematical Concepts. . .92
  Trigonometry. . .98
Seeing Problems. . .77
Self-Concept and Motivation Inventory—Secondary Form
  Achievement Investment. . .141
  Goal Achievement Needs. . .141
  Role Expectations. . .136
  Self Adequacy. . .141
Self-Directed Search, Summary Code. . .199
Self-Esteem Inventory—Form A
  General Self. . .136
  Home—Parents. . .136
  Lie Scale. . .136
  School—Academic. . .136
  Social Self—Peers. . .136
  Total. . .136
Self-Esteem Inventory—Form B. . .137
Self Perception Inventory
  Anxiety. . .113
  Authoritarianism. . .132
  Consistency. . .137
  Depression. . .113
  General Adjustment. . .137
  General Maladjustment. . .113
  Paranoia. . .137
  Rigidity—Dogmatism. . .121
  Self-Actualization. . .137
  Supervision. . .116
  Time Score. . .113
  Uncommon Response. . .116
Self Valuation Test. . .137
Selmer Music Guidance Survey
  Chords. . .227
  Melody. . .227
  Pitch. . .227
  Rhythm. . .227
  Total. . .227
Sequential Tests of Educational Progress, Level 2
  English Expression. . .31
  Mathematics
    Basic Concepts. . .81
    Computation. . .89
  Mechanics of Writing. . .20
    Capitalization and Punctuation. . .29
    Spelling. . .20
    Total. . .29
  Reading. . .14
  Science. . .159
  Social Studies. . .174
Sequential Tests of Educational Progress, Level 3
  English Expression. . .31
  Mathematics
    Basic Concepts. . .81
    Computation. . .89
  Mechanics of Writing
    Capitalization and Punctuation. . .29
    Spelling. . .21
    Total. . .21
  Reading. . .14
  Science. . .159
  Social Studies. . .174

Sex Knowledge Inventory, Form X. . .45
Sex Knowledge Inventory, Form Y. . .45
Ship Destination Test. . .66
Shipley-Institute of Living Scale
    Abstraction. . .73
    Conceptual Quotient. . .59
    Total. . .59
    Vocabulary. . .59
Short Form Test of Academic Aptitude—Level 4
    Analogies. . .73
    Language. . .59
    Memory. . .65
    Non-Language. . .73
    Sequences. . .73
    Total. . .73
    Vocabulary. . .59
Short Form Test of Academic Aptitude—Level 5
    Analogies. . .73
    Language. . .59
    Memory. . .65
    Non-Language. . .73
    Sequences. . .73
    Total. . .74
    Vocabulary. . .59
Short Occupational Knowledge Test for Auto Mechanics. . .186
Short Occupational Knowledge Test for Bookkeepers. . .181
Short Occupational Knowledge Test for Carpenters. . .186
Short Occupational Knowledge Test for Draftsmen. . .186
Short Occupational Knowledge Test for Electricians. . .186
Short Occupational Knowledge Test for Machinists. . .186
Short Occupational Knowledge Test for Office Machine Operators. . .181
Short Occupational Knowledge Test for Plumbers. . .186
Short Occupational Knowledge Test for Secretaries. . .181
Short Occupational Knowledge Test for Tool and Die Makers. . .186
Short Occupational Knowledge Test for Truck Drivers. . .176
Short Occupational Knowledge Test for Welders. . .186
Short Test of Educational Ability—Level 5. . .66
Shorthand Aptitude Test. . .21
Silas Marner. . .35
Simile Interpretations. . .77
Similies. . .32
Simplex Group Intelligence Scale. . .74
Simplex Intelligence Test GNV. . .74
Simplex Junior 'A' Test. . .59
Simplex Junior Intelligence Scale. . .59
Sketches. . .77
Slosson Drawing Coordination Test for Children and Adults. . .230
Slosson Intelligence Test for Children and Adults. . .59
Slosson Oral Reading Test. . .23
Snyder Knuth Music Achievement Test. . .103
Social Adjustment Inventory. . .113
Social-Cognition Composite (Cartoon Predictions + Expression Grouping + Missing Cartoons + Social Translations). . .63
Social Insight Test. . .80
Social Intelligence Test—Second Edition. . .78
Social Intelligence Test—Short Edition. . .78
Social Intelligence Test—SP Edition. . .78
Social Studies Test. . .173
Social Translations. . .80
Softball Skills Tests for Boys
    Base Running. . .155
    Catching Fly Balls. . .156
    Fielding Ground Balls. . .156
    Fungo Hitting. . .156
    Overhand Throw for Accuracy. . .156
    Speed Throw. . .156
    Throw for Distance. . .156
    Underhand Pitching. . .156
Softball Skills Tests for Girls
    Base Running. . .156
    Catching Fly Balls. . .156
    Fielding Ground Balls. . .156
    Fungo Hitting. . .156
    Overhand Throw for Accuracy. . .156
    Speed Throw. . .156
    Throw for Distance. . .156
    Underhand Pitching. . .156
Southend Attainment Test in Mechanical Arithmetic. . .89
Space Form Test. . .193
Speech and Oral English Test. . .23
Speech Defect Questionnaire. . .23
Spelling Review. . .21
Sportsmanlike Driving Tests
    Action: Automatic and Gearshift. . .4
    Action: The Two-Wheeled Vehicle. . .3
    Advanced Driving. . .3
    Alcohol, Drugs, and Your Life. . .45
    Buying and Insuring the Car. . .5
    Engineering for the Future, Financing Highways, the Professional Driver. . .3
    Final Test. . .3
    Fit to Drive, Vision and Hearing. . .3
    From the Driver's Seat. . .4

    - How the Automobile Runs, Maintenance. . .4
    - Laws of Nature and the Motor Vehicle, Stopping the Vehicle. . .4
    - Man's Law. . .3
    - Maneuvering Your Car. . .4
    - On the Open Road, In City Traffic, On the Freeway. . .3
    - Under Adverse Conditions. . .4
- Spot-the-Error Test
    - Accuracy. . .189
    - Speed. . .189
- SRA Arithmetic Index
    - Addition and Subtraction of Whole Numbers. . .195
    - Decimals and Percentages. . .195
    - Fractions. . .195
    - Multiplication and Division of Whole Numbers. . .195
- SRA Assessment Survey, Achievement Series, Red Level
    - Composite. . .5
    - Language Arts
        - Grammatical Usage. . .29
        - Spelling. . .21
        - Total. . .29
    - Mathematical Computation. . .89
    - Mathematical Concepts. . .89
    - Mathematics Total. . .90
    - Reading
        - Comprehension. . .14
        - Total. . .14
        - Vocabulary. . .59
    - Science. . .165
    - Social Studies. . .175
    - Use of Sources. . .17
- SRA Clerical Aptitudes
    - Office Arithmetic. . .195
    - Office Checking. . .189
    - Office Vocabulary. . .59
    - Total Score. . .189
- SRA High School Placement Test
    - Arithmetic. . .90
    - Composite. . .14
    - Educational Ability. . .74
    - Modern Mathematics. . .95
    - Reading-Language Arts. . .14
    - Science Methodology. . .165
    - Social Studies. . .14
- SRA Mechanical Aptitudes
    - Mechanical Knowledge. . .186
    - Shop Arithmetic. . .195
    - Space Relations. . .193
    - Total. . .186
- SRA Nonverbal Form. . .74
- SRA Pictorial Reasoning Test
    - Timed Administration. . .74
    - Untimed Administration. . .74
- SRA Reading Index
    - Paragraph Comprehension. . .14
    - Phrase Comprehension. . .14
    - Picture-Word Association. . .59
    - Sentence Comprehension. . .15
    - Word Decoding. . .15
- SRA Reading Record
    - Comprehension. . .15
    - Everyday Reading Skills. . .15
    - Reading Rate. . .15
    - Total. . .15
    - Vocabulary. . .59
- SRA Typing Skills. . .181
- SRA Verbal Form
    - Linguisitc. . .60
    - Quantitative. . .74
    - Total. . .60
- SRT Scale. . .121
- Staffordshire Test of Computation. . .90
- Standard Progressive Matrices. . .74
- Standardized Silent Reading Test III
    - Comprehension. . .15
    - Rate. . .15
- Standardized Tests of Musical Intelligence
    - Shortened Form. . .227
    - Total. . .227
- Stanford Achievement Test: Advanced
    - Basic Battery. . .90
    - Complete Battery. . .90
    - High School Arts and Humanities Test. . .35
    - High School Business and Economics Test. . .181
    - High School Technical Comprehension Test. . .186
    - Language. . .29
    - Mathematics
        - Applications. . .90
        - Computation. . .90
        - Concepts. . .91
        - Total. . .90
    - Reading Comprehension. . .15
    - Science. . .165
    - Social Science. . .175

    Spelling. . .21
    Total Reading. . .15
    Vocabulary. . .60
Stanford Achievement Test—High School Basic Battery
    English. . .30
    Mathematics
        Part A. . .94
        Total. . .94
    Numerical Competence. . .90
    Reading. . .15
    Science
        Part A. . .160
        Total. . .160
    Social Studies. . .173
    Spelling. . .21
Stanford-Binet Intelligence Scale. . .66
Stanford Test of Academic Skills—Level 1
    English. . .30
    Mathematics. . .90
    Reading. . .15
State-Trait Anxiety Inventory (Self-Evaluation Questionnaire)
    A-State. . .113
    A-Trait. . .113
Stencil Design Test I. . .193
Stenographic Skill—Dictation Test. . .181
STEP. . see Sequential Tests of Educational Progress
Stromberg Dexterity Test. . .239
Structural Dexterity Test. . .232
STS Youth Inventory
    About Myself. . .113
    After High School. . .141
    Getting Along with Others. . .149
    My School. . .143
    Things in General. . .116
Student Evaluation Scale (SES)
    Educational Response. . .141
    Social-Emotional Response. . .148
    Total Student Response. . .141
Students Typewriting Test
    Typewriting I—First Semester. . .181
    Typewriting II—Second Semester. . .181
    Typewriting III—Third Semester. . .181
    Typewriting IV—Fourth Semester. . .181
Study Attitudes and Methods Survey
    Academic Drive—Conformity. . .141
    Academic Interest—Love of Learning. . .144
    Alienation Toward Authority. . .144
    Manipulation. . .148
    Study Anxiety. . .137
    Study Methods. . .17
Study Habits Checklist. . .17
Study Skills Counseling Evaluation. . .17
Study Skills Surveys
    Study Motivation Survey. . .144
    Study Organization Survey. . .18
    Study Techniques Survey. . .18
    Total. . .18
Study of Values
    Aesthetic. . .150
    Economic. . .151
    Political. . .151
    Religious. . .151
    Social. . .151
    Theoretical. . .151
Subsumed Abilities Test
    Abstraction. . .74
    Conceptualization. . .74
    Demonstrated Abilities. . .74
    Potential Abilities. . .74
    Recognition. . .74
Sucher-Allred Reading Placement Inventory
    Oral Reading Paragraph Test—Comprehension. . .15
    Oral Reading Paragraph Test—Word Recognition. . .23
    Word Recognition Test. . .23
Survey of Arithmetic Achievement: Junior High Level. . .90
Survey of Interpersonal Values
    Benevolence. . .132
    Conformity. . .126
    Independence. . .126
    Leadership. . .126
    Recognition. . .137
    Support. . .126
Survey of Language Achievement: Advanced
    English. . .30
    Spelling. . .21
Survey of Language Achievement: Junior High Level
    English. . .30
    Spelling. . .21
Survey of Mathematics Achievement: Advanced. . .90
Survey of Personal Values
    Achievement. . .141
    Decisiveness. . .126
    Goal Orientation. . .141
    Orderliness. . .116

        Practical Mindedness. . .116
        Variety. . .121
    Survey of Reading Achievement: Advanced. . .60
    Survey of Reading Achievement: Junior High Level. . .60
    Survey of Study Habits and Attitudes
        Delay Avoidance. . .141
        Education Acceptance. . .144
        Study Attitudes. . .144
        Study Habits. . .18
        Study Orientation. . .144
        Teacher Approval. . .144
        Work Methods. . .18
    Survey Test of Algebraic Aptitude. . .90
    Survey Test of English Usage. . .30
    Survey Test of Vocabulary. . .60
    Symbol Identities. . .189

Tale of Two Cities. . see A Tale of Two Cities
TAP. . see Tests of Academic Progress
Tapping Test. . .232
Taylor-Johnson Temperament Analysis, Secondary Edition
    Active-Social. . .121
    Attitude Scale. . .113
    Depressive. . .113
    Dominant. . .126
    Expressive-Responsive. . .130
    Hostile. . .132
    Nervous. . .113
    Self-Disciplined. . .116
    Subjective. . .113
    Sympathetic. . .132
Teaching Test on Syphilis and Gonorrhea. . .46
Telling What I Do (Detroit Adjustment Inventory). . .113
Tennessee Self Concept Scale
    Behavior. . .137
    Column Total. . .137
    Distribution. . .137
    Family Self. . .137
    Identity. . .137
    Moral-Ethical Self. . .137
    Personal Self. . .137
    Physical Self. . .137
    Row Total V. . .137
    Self Satisfaction. . .138
    Social Self. . .138
    Total P. . .138
    Total Variability. . .138

Test
    Adjectives and Adverbs. . .25
    Correct Usage. . .30
    Nouns. . .25
    Prepositions, Conjunctions, and Interjections. . .25
    Pronouns. . .25
    Variety in Sentence Arrangement. . .31
    Verbs. . .25
Test for Ability to Sell
    Following Store Directions. . .190
    Judgment in Selling Situations. . .176
    Learning Selling Points in Merchandise. . .65
    Memory for Names and Faces. . .64
    Observation of Behavior. . .176
    Selling Problems. . .92
    Total. . .176
Test of Active Vocabulary. . .60
Test of Clerical Perception
    Checking Names and Addresses. . .190
    Checking Numbers. . .190
Test of Creative Potential
    License Plate Words. . .77
    Picture Decoration. . .77
    Total. . .77
    Writing Words. . .77
Test of Economic Understanding. . .168
Test of English Usage
    Accurate Use of Words. . .30
    Building Sentences and Paragraphs. . .31
    Mechanics of Writing. . .30
    Total. . .30
Test of "g": Culture Fair
    Scale 2. . .74
    Scale 3. . .74
Test of General Ability, Level 4
    Non-Verbal. . .74
    Numerical. . .90
    Total. . .74
    Verbal. . .15
Test of General Ability, Level 5
    Non-Verbal. . .75
    Numerical. . .90
    Total. . .75
    Verbal. . .15
Test of Mechanical Comprehension—Form AA. . .166
Test of Mechanical Comprehension—Form W1. . .166
Test of Perceptual Organization. . .190

Test of Reading, Inter-American Series, Level 4
  Level of Comprehension. . .15
  Speed of Comprehension. . .60
  Total. . .60
  Vocabulary. . .60
Test of Reading, Inter-American Series, Level 5
  Level of Comprehension. . .15
  Speed of Comprehension. . .60
  Total. . .60
  Vocabulary. . .60
Test of Retail Sales Insight
  Customer Motivation and Need. . .176
  General Sales Knowledge. . .176
  Merchandise Procurement and Adaptation. . .176
  Sales Closure. . .177
  Sales Promotion Procedures. . .177
  Total—Sales Insight. . .177
Test of Social Insight, Youth Edition
  Aggressiveness. . .126
  Competitiveness. . .127
  Cooperativeness. . .148
  Passivity. . .121
  Total. . .127
  Withdrawal. . .130
Tests of Academic Progress, Form S
  Composite. . .16
  Composition. . .30
  Literature. . .36
  Mathematics. . .94
  Reading. . .16
  Science. . .160
  Social Studies. . .170
Tests of Achievement in Basic Skills, Mathematics—Level C
  Arithmetic Skills. . .91
  Geometry—Measurement—Application. . .97
  Modern Concepts. . .91
  Total. . .91
Tests of Achievement in Basic Skills, Mathematics—Level D
  Arithmetic Application. . .91
  Arithmetic Skills. . .91
  Total. . .91
Tests of General Ability: Grades 6–9
  Reasoning. . .75
  Total. . .75
  Verbal. . .60
Tests of General Ability: Grades 9–12
  Reasoning. . .75
  Total. . .75
  Verbal. . .60
Tests of the Physical Science Study Committee—Final
  Examination. . .166
Tests of the Physical Science Study Committee—Series N
  Behavior of Light. . .167
  Comprehensive Test on Parts 1 and 2. . .167
  Comprehensive Tests on Parts 3 and 4. . .166
  Electricity and Magnetism. . .167
  Energy. . .166
  Final Examination. . .166
  Force and Momentum. . .166
  Light and Wave Motion. . .167
  Mass and Matter. . .167
  Space, Time, and Motion. . .167
  The Atom. . .168
The House of the Seven Gables. . .see House of the Seven Gables
The Merchant of Venice. . .35
The Scarlet Letter. . .35
Thinking Creatively with Sounds and Words
  Onomatopoeia and Images. . .76
  Sounds and Images. . .76
Thompson Smoking and Tobacco Knowledge Test. . .45
Thurstone Interest Schedule
  Artistic. . .221
  Biological Science. . .215
  Business. . .210
  Computational. . .224
  Executive. . .210
  Humanitarian. . .210
  Linguistic. . .215
  Musical. . .221
  Persuasive. . .210
  Physical Science. . .215
Thurstone Temperament Schedule
  Active. . .121
  Dominant. . .127
  Impulsive. . .121
  Reflective. . .121
  Sociable. . .130
  Stable. . .113
  Vigorous. . .159
Thurstone Test of Mental Alertness
  Linguistic. . .60
  Quantitative. . .75
  Total. . .60

333

Tilson-Gretsch Musical Aptitude Test
  Intensity. . .228
  Pitch. . .228
  Time. . .228
  Tonal Memory. . .228
  Total. . .228
Torrance Tests of Creative Thinking: Thinking Creatively with Pictures
  Figural Elaboration. . .77
  Figural Flexibility. . .76
  Figural Fluency. . .77
  Figural Originality. . .76
  Title Originality. . .76
  Verbal Elaboration. . .77
Torrance Tests of Creative Thinking: Thinking Creatively with Words
  Verbal Flexibility. . .76
  Verbal Fluency. . .78
  Verbal Originality. . .76
Traxler High School Reading Test
  Main Ideas in Paragraphs. . .16
  Reading Rate. . .16
  Story Comprehension. . .16
  Total Comprehension. . .16
  Total Score. . .16
Traxler High School Spelling Test, Form 3. . .21
Traxler Silent Reading Test
  Paragraph Comprehension. . .16
  Reading Rate. . .16
  Story Comprehension. . .16
  Total Comprehension. . .60
  Total Score. . .61
  Word Meaning. . .61
Treasure Island. . .35
Tucker-Sanders Algebra Test
  Test I. . .96
  Test II. . .95
Tucker-Sanders Plane Geometry Test
  Test I. . .98
  Test II. . .98
Turse Clerical Aptitudes Test
  Alphabetizing. . .190
  Checking Speed. . .190
  Classifying—Sorting. . .190
  Clerical Accuracy. . .190
  Clerical Speed Score. . .190
  General Clerical Aptitude. . .190
  Learning Ability Scope. . .91
  Number Skills. . .91
  Verbal Skills. . .21
  Written Directions. . .190
Turse Shorthand Aptitude Test
  Dictation. . .65
  Phonetic Association. . .21
  Spelling. . .21
  Stroking. . .231
  Symbol Transcription. . .61
  Total. . .21
  Word Discrimination. . .61
  Word Sense. . .61
Tweezer Dexterity Test. . .232
Typing Test for Business
  Letters. . .182
  Numbers. . .182
Typing Review. . .182
Typing Skill—Form A. . .182
Typing Skill—Form B. . .182
Typing Skill—Form K. . .182
Typing Skill—Form 2. . .182
Typing Test for Business
  Revised Manuscript. . .182
  Straight Copy
    Accuracy. . .182
    Speed. . .182
  Tables. . .182

Understanding Communication. . .61
Utility Test
  DMC (Divergent production of Semantic Classes). . .76
  DMU (Divergent Production of Semantic Units). . .78

Val-Ed: A Firo Scale
  Administrator-Community
    Affection. . .144
    Control. . .144
    Inclusion. . .144
  Administrator-Teacher
    Affection. . .144
    Control. . .144
    Inclusion. . .144
  Importance. . .144
  Mind. . .144
  School-Child
    Control. . .144

- Teacher-Child
  - Affective. . .144
  - Control. . .144
- Teacher-Community
  - Affection. . .145
  - Control. . .145
  - Inclusion. . .145
- Venereal Disease Knowledge Inventory. . .46
- Verbal Language Development Scale. . .36
- Verbal Power Test of Concept Equivalents. . .61
- Verbal Test GH. . .61
- Veneland Social Maturity Scale. . .145
- Vision, Hearing, and Motor Coordination: Advanced Pre-Tests
  - Auditory Acuity. . .228
  - Motor Coordination. . .231
  - Visual Acuity. . .229
- Vocabulary Test for High School Students and College Freshmen. . .61
- Vocational Interest Profile (VIP)
  - Artistic. . .221
  - Clerical. . .221
  - Literary. . .221
  - Mechanical. . .203
  - Musical. . .221
  - Numerical. . .215
  - Persuasive. . .210
  - Scientific. . .215
  - Service. . .210
- Vocational Planning Inventory: High School Prediction Program
  - See. . .Flanagan Aptitude Classification Test
    - Flanagan Industrial Tests
    - SRA Arithmetic Index
    - SRA Pictorial Reasoning Test
    - SRA Verbal Form
    - Survey of Interpersonal Values
    - Survey of Personal Values
- Vocational Preference Inventory
  - Acquiescene. . .127
  - Artistic. . .121
  - Conventional. . .116
  - Enterprising. . .127
  - Infrequency. . .121
  - Intellectual. . .121
  - Masculinity. . .127
  - Realistic. . .117
  - Self-Control. . .113
  - Social. . .131
  - Status. . .121
- Volleyball Skills Tests for Boys and Girls
  - Passing. . .156
  - Serving. . .156
  - Set-Up. . .156
  - Volleying. . .157
- Votaw Algebra Test. . .94

- Wahler Self-Description Inventory
  - Favorable Scale. . .138
  - Unfavorable Scale. . .138
- Walton-Sanders English Test. . .25
- Watkins-Farnum Performance Scale
  - B-Flat Cornet, Baritone (Treble-Clef). . .105
  - Flute. . .105
  - French Horn. . .105
  - Saxophone, Oboe. . .105
  - Snare Drum. . .105
  - Soprano Clarinet, Alto Clarinet and Bass Clarinet. . .105
  - Trombone, Baritone (Bass Clef), Bassoon. . .105
  - Tuba. . .105
- Watson-Glaser Critical Thinking Appraisal. . .78
- Wechsler Intelligence Scale for Children
  - Arithmetic. . .91
  - Block Design. . .193
  - Coding B. . .231
  - Comprehension. . .80
  - Digit Span. . .64
  - Full Scale Score. . .50
  - Information. . .61
  - Mazes. . .193
  - Object Assembly. . .194
  - Performance Score. . .194
  - Picture Arrangement. . .75
  - Picture Completion. . .78
  - Similarities. . .63
  - Verbal Score. . .61
  - Vocabulary. . .61
- Welsh Figure Preference Test, Research Edition
  - Conformance. . .2
  - Don't Like Score. . .2
  - Figure-Ground Reversal. . .2
  - Male-Female Scale. . .2
  - Movement. . .2
  - Neuropsychiatric Scale. . .2
  - Repeat Score. . .2
  - Revised Art Scale. . .2

- Sex Symbol, Combined. . .2
- Sex Symbol, Female. . .2
- Sex Symbol, Male. . .2
- Sex Symbol, Mixed. . .2
- Sex Symbol, Neutral. . .2

Wide Range Achievement Test—Level II
- Arithmetic. . .91
- Reading. . .23
- Spelling. . .21

Wide Range Interest-Opinion Test
- Activity by Sex. . .218
- Aggreement. . .210
- Ambition. . .210
- Art. . .221
- Athletics. . .218
- Biological Science. . .215
- Chosen Skill Level. . .210
- Drama. . .222
- Interest Spread. . .199
- Literature. . .210
- Machine Operation. . .203
- Management. . .210
- Mechanics. . .203
- Music. . .222
- Number. . .215
- Office Work. . .225
- Outdoor. . .218
- Personal Service. . .210
- Physical Science. . .203
- Protective Service. . .210
- Risk. . .218
- Sales. . .210
- Sedentariness. . .225
- Social Service. . .210
- Social Science. . .210

Wide Range Vocabulary Test. . .61
Wide-Span Reading Test. . .61
William, Lynde, and Williams Personal Classification Test. . .75
William's Reading Test. . .16
Williams' Awareness Sentence Completion. . .149
Willing Scale for Measuring Written Composition
- Form Value. . .30
- Story Value. . .32

Wilson Driver Selection Test
- Depth Visualization. . .229
- Eye-Hand Coordination. . .231
- Recognition of Complex Detail. . .190
- Recognition of Simple Detail. . .229
- Steadiness. . .231
- Total. . .229
- Visual Attention. . .229

WISC. . .see Wechlser Intelligence Scale for Children
WLW Mental Alertness Inventory
- Non-Verbal. . .75
- Total. . .75
- Verbal. . .75

Wonderlic Personnel Test. . .50
Word Clue Test. . .61
Word Fluency. . .61
Word Fluency—Form A. . .78
Word Understanding. . .61
Word Interest Index (Non-Verbal). . .199
Work Values Inventory
- Achievement. . .141
- Altruism. . .210
- Associates. . .197
- Creativity. . .222
- Economic Returns. . .196
- Esthetics. . .222
- Independence. . .196
- Intellectual Stimulation. . .215
- Management. . .211
- Prestige. . .196
- Security. . .196
- Supervisory Relations. . .197
- Surroundings. . .197
- Variety. . .196
- Way of Life. . .196

World History Test. . .170
World Literature Anthology Test
- Classical Literature. . .35
- European Literature. . .35
- Final Test. . .35
- Oriental Literature. . .35
- Russian Literature. . .36

WRAT. . .see Wide Range Achievement Test
Writing Skills Test. . .61

Youth Research Survey
- Academic Problems. . .145
- Adult Caring. . .152
- Biblical Concepts. . .152
- Classroom Relationships. . .145
- Family Pressures. . .148

Family Social Concerns. . .132
Family Unity. . .131
God Awareness. . .151
God Relationship. . .152
Human Relations. . .132
Interest in Help. . .152
Lack of Self-Confidence. . .113
Life Partner. . .138
Maturity of Values. . .151
Meaningful Life. . .138
Moral Responsibility. . .152
National Issues. . .117
Orientation for Change. . .121
Parental Understanding. . .148
Personal Faults. . .138
Religious Participation. . .152
Self-Regard. . .138
Social Action. . .132
Youth Group Vitality. . .152

Zip Scale for Determining Reading Level
  Comprehension. . .61
  Word Recognition. . .62